

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ
ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«Национальный исследовательский ядерный университет «МИФИ»

Нововоронежский политехнический институт –

филиал федерального государственного автономного образовательного учреждения высшего образования
«Национальный исследовательский ядерный университет «МИФИ»
(НВПИ НИЯУ МИФИ)

УТВЕРЖДЕН:

Педагогическим советом

«17» *марта* 2023г., протокол № 550

**ФОНД
ОЦЕНОЧНЫХ СРЕДСТВ**

ИНОСТРАННЫЙ ЯЗЫК

IV семестр

Направление подготовки: 27.03.04 Управление в технических системах

Наименование образовательной программы бакалавриата: Управление и информатика в технических системах

Уровень образования: бакалавриат

Форма обучения: очная

Нововоронеж 2023 г.

Паспорт фонда оценочных средств

1. Модели контролируемых компетенций (перечень компетенций) по направлениям подготовки:

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

УК-4 Знать: принципы построения устного и письменного высказывания на русском и

иностранном языках; правила и закономерности деловой устной и письменной коммуникации

У-УК-4 Уметь: применять на практике деловую коммуникацию в устной и письменной формах, методы и навыки делового общения на русском и иностранном языках; методикой составления суждения в межличностном деловом общении на русском и иностранном языках

УК-4 Владеть: навыками чтения и перевода текстов на иностранном языке в профессиональном общении; навыками деловых коммуникаций в устной и письменной форме на русском и иностранных языках; методикой

составления суждения в межличностном деловом общении на русском и иностранном языке

2. Программа оценивания контролируемой компетенции по направлениям подготовки:

№ п/п	Контролируемые модули, разделы (темы) дисциплины*	Код контролируемой компетенции (или ее части)	Наименование оценочного средства	
			текущий	рубежный
1	Бытовая сфера общения (Кухни народов мира)	УК-4	3 КС,	5 Т
2	Социально-культурная сфера общения (Я и мир)	УК-4	8 ИДЗ 10П	11 Т
3	Профессиональная сфера общения (Я и моя будущая профессия)	УК-4	15 ДИ	16 Т

Примечание: КС – контрольное собеседование, Т – тест, ДИ – деловая игра, ИДЗ – индивидуальное домашнее задание, П – проект.

Перечень видов оценочных средств освоения дисциплины и

*шкала оценивания уровня усвоения содержания обучения по дисциплине
(в соответствии с кредитно-модульной системой)*

№	Оценочные средства	код	max	min
1	Контрольное собеседование по теме «Правила речевого этикета в общественном месте (объяснение проблемы)».	КС	10	6
2	Тест №10	Т	10	6
3	Индивидуальное домашнее задание	ИДЗ	10	6
	Проект «Глобальные проблемы человечества»	П	10	6
4	Тест №11	Т	10	6
5	Деловая игра «Устройство на работу»	ДИ	10	6
6	Тест №12	Т	10	6

Перечень оценочных средств

Характеристика оценочных средств по дисциплине представлена в таблице:

№ п/п	Наименование оценочного средства	Краткая характеристика оценочного средства	Представление оценочного средства в фонде
1	2	3	4
1	Деловая и/или ролевая игра	Совместная деятельность группы обучающихся и преподавателя под управлением преподавателя с целью решения учебных и профессионально-ориентированных задач путем игрового моделирования реальной проблемной ситуации. Позволяет оценивать умение анализировать и решать типичные профессиональные задачи.	Тема (проблема), концепция, роли и ожидаемый результат по каждой игре
2	Тест	Система стандартизированных заданий, позволяющая автоматизировать процедуру измерения уровня знаний и умений обучающегося.	Фонд тестовых заданий
3	Контрольное собеседование	Средство контроля, организованное как специальная беседа преподавателя со студентами на темы, связанные с изучаемой дисциплиной, и рассчитанное на выяснение объема знаний обучающегося по определенному разделу, теме, проблеме и т.п.	Темы для контрольного собеседования
4	Индивидуальное домашнее задание	Средство контроля, направленное на формирование навыков извлечения информации из иноязычного текста. Контролируется владение определенным лексическим запасом слов и выражений; грамматическим	Фонд индивидуальных домашних заданий

		материалом. Позволяет оценивать умение сжато излагать основную информацию текста на основе ее смысловой переработки в письменном и устном виде.	
5	Проект	Организация познавательной деятельности студентов с целью решения проблем, связанных с проектированием, созданием и изготовлением реального объекта. Этот метод ориентирован на самостоятельную деятельность студентов. Самостоятельная творческая работа выполняется студентами или их группой под руководством преподавателя.	Темы проектов

3. Контрольные задания и ключи к ответам

РАЗДЕЛ 1: Бытовая сфера общения (Кухни народов мира)

1. Контрольное собеседование по теме «Правила речевого этикета в общественном месте (объяснение проблемы)».

Контрольное собеседование по теме «Правила речевого этикета в общественном месте (объяснение проблемы)» является заключительным контрольным заданием по данной теме. Проблема: вы в ресторане, меню написано на языке, который вы не знаете. Задача: обсудить проблему и сделать заказ.

Контрольное собеседование проходит в виде диалога. Предварительно необходимо ознакомиться с лексикой:

1. Introducing/explaining a problem:
There seems to be a mistake...
You've charged us for..., but....
I'm afraid...
2. Making a request:
Would you mind...? Could you (possibly)...?
I'd like to..., please.
3. Making an apology:
I do apologize.
I'm(terribly) sorry
4. Responding to an apology:
Don't worry about it.
It's not your fault.

Критерии оценивания: 10-6 баллов.

10 баллов. Коммуникативная задача решена полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки отсутствуют, умение правильно ответить на заданные вопросы по теме.

9 баллов. Коммуникативная задача решена полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи, умение правильно ответить на заданные вопросы по теме.

8 баллов Коммуникативная задача решена полностью, но понимание речи незначительно затруднено наличием грамматических ошибок, даются адекватные ответы на заданные вопросы.

7 баллов. Коммуникативная задача решена полностью, но понимание речи незначительно затруднено наличием грамматических и/или лексических ошибок, не всегда правильно даются ответы на заданные вопросы.

6 баллов. Коммуникативная задача решена, но понимание речи затруднено наличием грубых грамматических ошибок и/или лексических ошибок, неправильно даются ответы на заданные вопросы.

5-0 баллов. Знания не соответствуют необходимым требованиям.

2. Тест №10 (Т)

Тестовое задание №4 выполняется по двум вариантам.

Критерии оценивания: 10-6 баллов.

ВАРИАНТ 1

1 Read the email. Choose a, b or c to complete each space.

Hi Lars

I won't have time to go shopping today, so could you get me some things on your way home from work, please?

I want to cook some nice Italian food tomorrow, so could you get me a ¹ _____ of black olives and a few ² _____ of tomatoes? They've got much more flavour than fresh ones! I also need a ³ _____ of olive oil, but not the most expensive one! Could you get a ⁴ _____ of milk and some biscuits, too? I've just finished the last ones. And finally, we need a new ⁵ _____ of toothpaste. Just get the usual one. Thanks.

See you this evening,

Heike

- | | | |
|------------|----------|-----------|
| 1 a carton | b jar | c box |
| 2 a tins | b boxes | c packets |
| 3 a packet | b tube | c bottle |
| 4 a jar | b carton | c can |
| 5 a box | b can | c tube |

2 Complete the sentences with the words in the box. There are five words that you don't need.

past	figure	funny	charge	diet	clear	mark	pretty
left	way						

- I'd rather not eat at The Vines. I've heard it's a _____ expensive restaurant.
- That's _____; I'm sure I bought some apples yesterday, but they're not here now.
- Well, it's _____ that you won't save money if you don't stop eating out.
- Don't eat that cream! It's _____ its use-by date now.
- I spilt some orange juice on my white shirt and made a big _____ on it.

3 Complete the article with the correct passive form of the verbs in brackets.

The history of tea

Tea is one of the most popular drinks in the world. It ¹ _____ (prepare) by adding hot or boiling water to the leaves of the tea plant. It ² _____ (introduce) to Portuguese businessmen in China during the sixteenth century.

According to the story, tea ³ _____ (discover) by the Chinese emperor, Shennong. One day, he was sitting under a tree drinking a cup of boiled water, when a leaf from a tea bush fell into his cup. The water turned brown and the Emperor decided to carry on drinking. He liked the taste and this is how tea ⁴ _____ (invent).

Nowadays, tea ⁵ _____ (grow) in many countries, such as India, Malaysia and Turkey. Tea ⁶ _____ (divide) into six types, but the most common ones are white, green, oolong and black. Many teas ⁷ _____ (produce) by mixing several types of tea together into what we call 'a blend'. The reason this ⁸ _____ (do) is to give a better taste.

In the past, tea ⁹ _____ (drink) in many countries as a kind of medicine, but these days, people just enjoy its flavour. In some countries, lemon, honey or milk ¹⁰ _____ (add) before drinking.

4 Complete the dialogue with the phrases in the box. Some phrases may be used in more than one space.

I'm	terribly	sorry		would	you	mind
I'm	afraid		don't	worry	about	it

there seems to be a mistake	it's not your fault
I do apologize	you've charged us for

Man Excuse me. ¹ _____ bringing me a cloth, please? I've spilt my coffee and made quite a mess. ² _____.

Waiter Yes, of course, sir. I'll get you one right away, and please don't worry about it.

Man Thanks, and while you're here, could I just check something with you?

Waiter Sure. What can I do for you?

Man Well, ³ _____ with our bill.

Waiter Oh, really? What's the problem, sir?

Man It looks like ⁴ _____ a bottle of mineral water, but we didn't get that.

Waiter Let me have a look. Oh yes, you're right. I'll change that for you immediately. ⁵ _____.

Man That's OK. These things happen. I'll pay you now because we're in a hurry.

Waiter OK, sir. I'll just get that cloth and I'll be right back.

5 Read the blog. Use the correct form of the word in CAPITALS to complete the spaces.

- 1 SHOP
- 2 SHOCK
- 3 RESPONSE
- 4 REASON
- 5 DIFFER

How to Shop

Nobody wants to spend more money than they have to when they buy their groceries. In fact, people typically want to save as much money as possible. But how can you achieve this?

Well, the first piece of advice I can give you is to make a list before you go to the shops and then buy only what's on that list. Don't do your ¹ _____ when you're hungry because you'll probably buy more than you really need. And we already know that a ² _____ amount of food is thrown away each week, both by families and supermarkets. You can also be a more ³ _____ shopper by buying food which comes from your area, and not from the other side of the world. Try buying your fruit and vegetables at a local market, where you'll probably get very ⁴ _____ prices.

Of course, it doesn't matter where you shop – the one thing you have to remember is food safety. Make sure you understand all the ⁵ _____ food labels, and don't buy things which are out of date.

6 Read the online advertisements for takeaway food websites. For questions 1–5, choose from websites A–E.

Which website ...

- 1 explains that customers are provided with everything they need to eat their meal? _____
- 2 allows its customers to pay for their food online? _____
- 3 shows customers what other people have said about it? _____
- 4 offers customers the opportunity to buy a full meal including drinks? _____
- 5 allows customers to buy their food at cheaper prices? _____

A

Take out Eat in

Take out Eat in is the country's number one website for takeaway and food delivery. With more than 10,000 restaurants, ordering food delivery from your local takeaway has never been easier. And don't just take our word for it – read 1,000s of reviews from other customers to help you make up your mind. With cash payment and our convenient 'favourites' category, which remembers what you've ordered regularly in the past, we do the hard work for you. All you do is push a button!

B

Meals Online

At Meals Online, we make the world's finest dishes using only the best and freshest ingredients. Our team of specialist chefs are ready to get cooking as soon as your order comes in. Your food is then delivered by our reliable drivers in under 30 minutes. There's no need to worry about doing the dishes either, as we'll send you knives, forks and spoons, and even paper plates! A wide selection of drinks is also available.

C

Happy Food

Happy Food is the country's only takeaway discount site. The idea behind it is that takeaways join together and help their local communities by giving them special discounts on every order, every time they order! We have a huge selection of takeaways for you to enjoy, and you have the choice of giving your discount to help the local

community, or taking it to help yourself. It doesn't matter what you decide this time, because we'll give you money off again the next time you visit!

D

Eat In

Ordering food with Eat In couldn't be simpler! Just choose a username and sign up to our prize-winning website. Then tell us where you are by entering your address and we'll provide you with 1,000s of menus online. You have a choice of ways of pay – by cash when you receive your delivery or by card when you order, which is quick, easy and completely safe. It's not surprising everyone loves Eat In!

E

Dine for Less

Order food from every corner of the world and have it delivered to your door within minutes. That's the promise that Dine for Less makes you. You can choose from over 7,500 recommended restaurants and follow your order online with Dine for Less's Food Tracker, which shows you exactly when your food will be delivered. Choose from starters, main courses and desserts, and a selection of hot and cold drinks. Pay at the door – cash only.

7 Complete the mini-dialogues with suitable words. The first letters have been given.

1 **A** I've just made a chocolate cake. Would you like a slice?

B No, thanks. I'm trying to reduce the amount of s_____ food I eat.

2 **A** Sushi's one of my favourite things to eat when I go out.

B What is it exactly?

A Well, it's a Japanese dish and basically it's r_____ fish.

B I don't think I could eat fish that isn't cooked!

3 **A** Shall I add some more herbs and spices to this to make it tastier?

B Actually, it's fine for me. I prefer quite p_____ food.

4 **A** I'm planning to cook chicken and potatoes, but I'm worried it might be a bit dry.

B Why don't you make a nice s_____ for it, then?

A Good idea. I've got lots of tomatoes in the fridge.

5 **A** Do you like spicy food?

B No, not too spicy. I prefer things that have a m_____ flavour.

8 Complete the blog with the -ing form of the verbs in brackets. Then write (S) if the -ing form is used as a subject, (V) if it is used after a verb and (P) if it comes after a preposition.

Nowadays, in my country, there are far too many cookery programmes on television and I'm really fed-up with them! Well, you're probably *thinking* (think) (V) 'Don't watch them then' and I wish I didn't! The problem is I can't stop ¹_____ (watch) (_____) them! In fact, I'm ²_____ (become) (_____) even more interested in them. I don't know if it's because there's a secret cook inside me just waiting to come out, or if it's because I'm really bad at ³_____ (cook) (_____) and just enjoy ⁴_____ (admire) (_____) the skills these TV chefs have. To be honest, I think it's the second one! I mean, let's be honest – cooking's not easy. But nowadays, so many people are interested in it – and these TV programmes – that lots of them love ⁵_____ (take) (_____) photos of their meals with their smartphones!

9 Read the following pairs of sentences. Decide which word/s in the first sentence the word/s in *italics* in the second sentence refer to.

*Example: Unfortunately, the salad wasn't fresh. **That** wasn't surprising because it was five days old.*

- 1 If you're in a restaurant, how do you decide between two desserts? Do you choose *the one* which has less sugar?
- 2 Rice is a food that is eaten daily by people all over the world. Many of *them* are Asian because rice is grown so successfully in Asian countries.
- 3 I didn't realize that Katerina was such a good cook! *That* was completely unexpected.
- 4 All the chocolate cakes looked very tasty. So did *the ones* with fresh fruit on top.
- 5 Almost half of the world's coffee is produced in Latin America. And most of *this* is grown in Brazil.

10 Read the text and decide what the words in *italics* refer to. Underline those words in the text.

Milk

Milk is produced by mammals to feed their babies, but of course it's also taken from cows to be used by humans. ¹ *This* is mainly done on dairy farms. Across the world, dairy farms produce about 800 million tonnes of milk each year, from around 270 million dairy cows. ² *These* are specially kept for the job of producing milk. India is the world's largest producer of milk, but it does not sell its milk to any other countries. New Zealand, Australia and the United States are the countries that sell the most milk and milk products to other countries, and ³ *the ones* that buy the most are China and Russia. Throughout the world, there are more than six billion people who use milk and milk products every day. Cheese and butter are made from milk. ⁴ *So* are ice cream and yoghurt. Cows are not the only animals from which we get milk – we also get it from animals such as sheep, goats and camels. ⁵ *These* don't produce as much milk as cows, but their milk is also very popular.

ВАРИАНТ 2

1 Complete the article with the correct passive form of the verbs in brackets.

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See you this evening,

Heike

- 1 a carton b jar c box
 2 a tins b boxes c packets
 3 a packet b tube c bottle
 4 a jar b carton c can
 5 a box b can c tube

3 Complete the sentences with the words in the box. There are five words that you don't need.

past	figure	funny	charge	diet	clear	mark	pretty
left	way						

- 1 I'd rather not eat at The Vines. I've heard it's a _____ expensive restaurant.
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- 4 All the chocolate cakes looked very tasty. So did *the ones* with fresh fruit on top.
- 5 Almost half of the world's coffee is produced in Latin America. And most of *this* is grown in Brazil.

6 Read the text and decide what the words in *italics* refer to. Underline those words in the text.

Milk

Milk is produced by mammals to feed their babies, but of course it's also taken from cows to be used by humans. ¹*This* is mainly done on dairy farms. Across the world, dairy farms produce about 800 million tonnes of milk each year, from around 270 million dairy cows. ²*These* are specially kept for the job of producing milk. India is the world's largest producer of milk, but it does not sell its milk to any other countries. New Zealand, Australia and the United States are the countries that sell the most milk and milk products to other countries, and ³*the ones* that buy the most are China and Russia. Throughout the world, there are more than six billion people who use milk and milk products every day. Cheese and butter are made from milk. ⁴*So* are ice cream and yoghurt. Cows are not the only animals from which we get milk – we also get it from animals such as sheep, goats, and camels. ⁵*These* don't produce as much milk as cows, but their milk is also very popular.

one space.

I'm	terribly	sorry		would	you	mind
I'm	afraid			don't	worry	about it
there	seems	to be	a mistake		it's	not your fault
I do	apologize		you've charged us for			

Man Excuse me. ¹ _____ bringing me a cloth, please? I've spilt my coffee and made quite a mess. ² _____.

Waiter Yes, of course, sir. I'll get you one right away, and please don't worry about it.

Man Thanks, and while you're here, could I just check something with you?

Waiter Sure. What can I do for you?

Man Well, ³ _____ with our bill.

Waiter Oh, really? What's the problem, sir?

Man It looks like ⁴ _____ a bottle of mineral water, but we didn't get that.

Waiter Let me have a look. Oh yes, you're right. I'll change that for you immediately. ⁵ _____.

Man That's OK. These things happen. I'll pay you now because we're in a hurry.

Waiter OK, sir. I'll just get that cloth and I'll be right back.

8 Complete the mini-dialogues with suitable words. The first letters have been given.

1 **A** I've just made a chocolate cake. Would you like a slice?

B No, thanks. I'm trying to reduce the amount of s _____ food I eat.

2 **A** Sushi's one of my favourite things to eat when I go out.

B What is it exactly?

A Well, it's a Japanese dish and basically it's r _____ fish.

B I don't think I could eat fish that isn't cooked!

3 **A** Shall I add some more herbs and spices to this to make it tastier?

B Actually, it's fine for me. I prefer quite p _____ food.

- 4 **A** I'm planning to cook chicken and potatoes, but I'm worried it might be a bit dry.
B Why don't you make a nice s_____ for it, then?
A Good idea. I've got lots of tomatoes in the fridge.

- 5 **A** Do you like spicy food?
B No, not too spicy. I prefer things that have a m_____ flavour.

9 Read the blog. Use the correct form of the word in CAPITALS to complete the spaces.

- 1 SHOP
- 2 SHOCK
- 3 RESPONSE
- 4 REASON
- 5 DIFFER

How to Shop

Nobody wants to spend more money than they have to when they buy their groceries. In fact, people typically want to save as much money as possible. But how can you achieve this?

Well, the first piece of advice I can give you is to make a list before you go to the shops and then buy only what's on that list. Don't do your ¹ _____ when you're hungry because you'll probably buy more than you really need. And we already know that a ² _____ amount of food is thrown away each week, both by families and supermarkets. You can also be a more ³ _____ shopper by buying food which comes from your area, and not from the other side of the world. Try buying your fruit and vegetables at a local market, where you'll probably get very ⁴ _____ prices. Of course, it doesn't matter where you shop – the one thing you have to remember is food safety. Make sure you understand all the ⁵ _____ food labels, and don't buy things which are out of date.

10 Complete the blog with the *-ing* form of the verbs in brackets. Then write (S) if the *-ing* form is used as a subject, (V) if it is used after a verb and (P) if it comes after a preposition.

Nowadays, in my country, there are far too many cookery programmes on television and I'm really fed-up with them! Well, you're probably *thinking* (think) (V) 'Don't

watch them then' and I wish I didn't! The problem is I can't stop ¹ _____ (watch) (_____) them! In fact, I'm ² _____ (become) (_____) even more interested in them. I don't know if it's because there's a secret cook inside me just waiting to come out, or if it's because I'm really bad at ³ _____ (cook) (_____) and just enjoy ⁴ _____ (admire) (_____) the skills these TV chefs have. To be honest, I think it's the second one! I mean, let's be honest – cooking's not easy. But nowadays, so many people are interested in it and these TV programmes, that lots of them love ⁵ _____ (take) (_____) photos of their meals with their smartphones!

Ключи к ответам

Вариант №1

1 1 b 2 a 3 c 4 b 5 c

2 1 pretty 2 funny 3 clear 4 past 5 mark

3 1 is prepared

2 was introduced

3 was discovered

4 was invented

5 is grown

6 is divided

7 are produced

8 is done

9 was drunk

10 is added

4 1 Would you mind

2 I'm terribly sorry/I do apologize

3 there seems to be a mistake

4 you've charged us for

5 I'm terribly sorry/I do apologize

5 1 shopping 2 shocking 3 responsible 4 reasonable 5 different

6 1 B 2 D 3 A 4 E 5 C

7 1 sweet 2 raw 3 plain 4 sauce 5 mild/milder

8 1 watching/V 2 becoming/V 3 cooking/P 4 admiring/V 5 taking/V

9 1 two desserts

2 people

3 Katerina was such a good cook

4 cakes

5 Almost half of the world's coffee

10 1 it's also taken from cows to be used by humans

2 around 270 million dairy cows

3 the countries

4 made from milk

5 animals such as sheep, goats, and camels

Вариант №2

1 1 is prepared

2 was introduced

3 was discovered

4 was invented

5 is grown

6 is divided

7 are produced

8 is done

9 was drunk

10 is added

2 1 b 2 a 3 c 4 b 5 c

3 1 pretty 2 funny 3 clear 4 past 5 mark

4 1 B 2 D 3 A 4 E 5 C

5 1 two desserts

2 people

3 Katerina was such a good cook

4 cakes

5 Almost half of the world's coffee

6 1 it's also taken from cows to be used by humans

2 around 270 million dairy cows

3 the countries

4 made from milk

5 animals such as sheep, goats, and camels

7 1 Would you mind

2 I'm terribly sorry/I do apologize

3 there seems to be a mistake

4 you've charged us for

5 I'm terribly sorry/I do apologize

8 1 sweet 2 raw 3 plain 4 sauce 5 mild/milder

9 1 shopping 2 shocking 3 responsible 4 reasonable 5 different

10 1 watching/V 2 becoming/V 3 cooking/P 4 admiring/V 5 taking/V

Критерии оценивания:

59-0% знания не соответствуют требованиям

6б. – 64-60% верно данных ответа

7б. – 69-65% верно данных ответов

8б. – 79-70 верно данных ответа

9б. – 89- 80% верно данных ответа

10б. – 90-100% верно данных ответов

РАЗДЕЛ 2: Социально-культурная сфера общения (Я и мир)

3. Индивидуальное домашнее задание №2 (ИДЗ)

Индивидуальное домашнее задание предназначено для самостоятельной работы студентов, с обязательным последующим контролем преподавателя. ИДЗ включает научно-популярные тексты с определенным набором упражнений, направленных на расширение словарного запаса и контроля знаний в области лексики, морфологии, синтаксиса и словообразования английского языка.

1. Прочитайте и переведите текст.

При работе над первым заданием рекомендуется выписать все незнакомые слова с транскрипцией и возможными вариантами перевода, выбирая наиболее подходящий к контексту и теме текста. Сам же перевод текста выполняется и защищается устно.

2. Переведите на русский язык следующие английские словосочетания.

3. Найдите в тексте английские эквиваленты следующих словосочетаний.

Задания 2,3 направлены на закрепление лексического материала при работе с текстом. При переводе словосочетаний необходимо помнить, что порядок перевода обуславливается смысловыми связями между определениями и определяемым словом. Следует давать эквивалентные соответствия переводимых словосочетаний, так как дословный перевод не всегда отражает их полный смысл.

Задания 2-9 необходимо выполнить письменно.

4. Найдите в тексте слова, имеющие общий корень с данными словами. Определите, к какой части речи они относятся, и переведите их на русский язык.

5. Задайте к выделенному в тексте предложению все типы вопросов (общий, альтернативный, разделительный, специальный: а) к подлежащему, б) к второстепенному члену предложения).

При выполнении задания 5 необходимо помнить о порядке слов в вопросительных предложениях.

6. Выполните анализ данных предложений, обратив внимание на следующие грамматические явления: формы глаголов to be, to have; конструкции there is/there are; времена группы Indefinite Active, Indefinite Passive; степени сравнения прилагательных; модальные глаголы и их эквиваленты.

Приступая к выполнению задания 6, сначала необходимо повторить теоретический материал по предлагаемым грамматическим темам.

1. Ответьте на вопросы по тексту.

Выполняя задание 7, следует повторно прочитать текст, затем составить ответы на вопросы, вычлняя из текста только необходимую для них информацию (не следует использовать для ответов целые абзацы текста).

8. Составьте аннотацию к тексту (2-3 предложения).

Аннотация – это наикратчайшее изложение содержание текста, дающее только общее представление о теме. Аннотация отвечает на вопрос: «О чем говорится в тексте?»

9. Составьте реферат текста (10-15 предложений).

Реферат – это сжатое изложение основной информации текста на основе ее смысловой переработке. Реферат строится в основном на языке оригинала, поскольку в него включаются фрагменты из первоисточника. Это обобщения и формулировки, которые мы находим в тексте и переносим в реферат.

10. Составьте план текста и перескажите текст.

Перед выполнением задания 10 прочитайте текст, затем подумайте, на какие смысловые части (абзацы) его можно разделить. Информативный центр абзаца обычно совпадает с содержанием пункта плана. При составлении плана текста следует использовать номинативные предложения, отражающие основную мысль отдельной части текста.

Пример выполненного индивидуального домашнего задания (ИДЗ)

1. Прочитайте и переведите текст:

PRINCIPLES OF AIR-CONDITIONING

The term air-conditioning has been so widely and loosely used that the student should be careful in trying to understand its true meaning. For many years we have introduced air into buildings after heating, dehumidifying and, in some cases, cooling it, and we have called that process ventilation. In recent years much greater stress has been laid on the treatment of air as compared with circulating it merely through the building, and we now call the process air-conditioning. Air-conditioning, then, may be said to be the treatment of the air in the building so as to make it more comfortable or healthful for human beings or more suitable for manufacturing processes.

The factors which are of importance in air-conditioning are many, and unfortunately the term is sometimes used to refer only to minor factors such as cleaning and circulating of air. It is important that the engineer should exactly realize what an air-conditioning system does and what it does not do, and that he should make clear to others what results can be expected from the system.

Complete air-conditioning is known to involve the simultaneous control of the following factors: temperature, humidity, air motion, air distribution, dust, bacteria, odours, toxic gases. Of these the first three, temperature, humidity and air motion, are most important, and no air-conditioning system deserves the name unless it satisfactorily controls those three factors. Thus it follows that air-conditioning involves heating as well as cooling.

The general problem of maintaining comfortable conditions in an occupied room has been the subject of study for many years. Early investigators believed the atmosphere of a crowded room to cause discomfort through its effect on the lungs, and carbon dioxide, being the principal product of respiration, was looked upon as the harmful element. Air-conditioning, or ventilation, as it was formerly called, was therefore considered for many years to be a problem of supplying sufficient fresh air to dilute the carbon dioxide content.

Experiments led engineers to give up this theory. Several men were placed in an airtight chamber until the carbon dioxide content increased and the oxygen content decreased considerably. They suffered great discomfort; but when the air was set in motion by fans, the discomfort at once disappeared. Other men outside the chamber experienced no discomfort from breathing the air from the chamber through tubes, but those within the chamber experienced no relief from breathing outside air. This experiment demonstrated the modern concept of air-conditioning, namely, that the cooling effect of the atmosphere upon the skin is of great importance and that comfort depends upon maintaining the proper thermal environment. The men within the test chamber were uncomfortable because their body heat was not being properly removed, and they became more comfortable as the fans increased the rate of heat removal.

Making Artificial Weather. In most climates people complain of the weather when it is hot and suffer from it when it is cold. Within recent years man has begun to do something about manufacturing indoor weather by conditioning the air to the point of greater comfort and more healthful living standards. The history of man's entire building program shows that he constructed buildings first for shelter, then for permanent living, then for beauty, and finally for convenience. The next great advance in building construction is doubtless a wide-scale¹ use of air-conditioning to provide year-round comfort.²

Scientific research has established certain standards of maximum comfort for the atmosphere within a room. This requires optimum values of temperature and humidity as well as a minimum dust content. The function of a complete air-conditioning system is to control all of these factors; it is much more than a means of providing "fresh air".

The details of operation of such a system are quite complex, but the important steps are as follows: 1) the air to be conditioned is collected from the outside atmosphere; in the larger systems a part of the same air is often recirculated, i.e. it is used over and over again; 2) filter systems are usually provided for removing dust and other solid particles; 3) gaseous impurities such as carbon dioxide and sulphur dioxide are to a great extent³ removed by circulating the air through water; 4) excess water vapour is removed by a process known as "dehumidifying"; 5) the temperature is controlled to the desired point, depending upon the season. In summer heat is removed and in winter heat is added. The completely conditioned air is finally distributed through the rooms where it is to be used.

Air-Conditioning. The term air-conditioning is often used loosely to describe any ventilation system with fan and heater.

True air-conditioning is the provision of means for control of temperature, humidity and purity of ventilation air both in summer and winter, and involves not only

means for warming and humidifying in winter, but also for cooling and dehumidifying in summer. The latter calls for mechanical cooling.

Essential to any air-conditioning system are the controls without which satisfactory results are unobtainable.

Apart from comfort conditioning, air-conditioning is finding an ever widening scope in industry, where the accurate control of atmospheric conditions may be essential for process work.

Air-conditioning systems vary in complexity and cost, according to conditions required and the degree of accuracy of control.

Small offices may be catered for by unit conditioners, with the cooling unit at a distance or incorporated in the cabinet.

More extensive and complex systems are involved when a multistorey office block, factory, cinema or theatre is to be air-conditioned. The plant would comprise: large cooling compressor with cooling water supply; air washer and dehumidifier; heater batteries; filters; fan; automatic controls with provision for changeover from winter to summer operation; insulation of ducts; silencing arrangements, and so on.

Air distribution, with full air-conditioning, needs great care. The downward system is often to be preferred because the cooled air naturally tends to drop after entering.

Merely- только, просто

Extensive – обширный

Downward – вниз

2. Переведите на русский язык следующие английские словосочетания:

1. air-conditioning- кондиционирование воздуха;
2. manufacturingprocesses- производственные процессы;
3. gaseousimpurities- газообразные примеси;
4. accuracy of control- точностьконтроля;
5. silencing arrangements- шумопоглотители;
6. cleaning and circulating of air- очисткаициркулированиевоздуха;
7. ventilation system with fan and heater – системавентиляциисвентиляторомиобогревателем;
8. to dilute the carbon dioxide content - уменьшитьсодержаниедвуоксиуглерода;
9. a multistorey office block- многоэтажноездание;
10. airwasheranddehumidifier- воздухоочиститель и влагопоглотитель.

3. Найдите в тексте английские эквиваленты следующих словосочетаний:

1. кондиционирование воздуха- air-conditioning;
2. регулирование температуры - controloftemperature;
3. производственный процесс - manufacturingprocesses;
4. газообразные примеси- gaseousimpurities;

5. точность контроля- accuracyofcontrol;
6. воздухоочиститель и влагопоглотитель - airwasheranddehumidifier;
7. приводить в движение - setinmotion;
8. машинное охлаждение - mechanicalcooling;
9. воздухонепроницаемая камера - airtightchamber;
10. распределение воздуха – airdistribution.

4. Найдите в тексте слова, имеющие общий корень с данными словами. Определите, к какой части речи они относятся, и переведите их на русский язык.

1. humidify - humidity, сущ. образовано от глагола, влажность с помощью суффикса -ty
2. distribute - distribution, сущ. образовано от глагола, распределение с помощью суффикса -ion
3. arrange - arrangement, сущ. образовано от глагола, устройство с помощью суффикса -ment
4. enter - entrance, сущ. образовано от глагола, вход с помощью суффикса -ance
5. natural - naturally, наречие образовано от прилагательного, естественно с помощью суффикса -ly
6. ventilate – ventilation, сущ. образовано от глагола, вентиляция с помощью суффикса -ion
7. gas - gaseous, прилаг. Образовано от сущ., газообразный с помощью суффикса -ous
8. circulate – circulation, сущ. образовано от глагола, циркуляция с помощью суффикса -ion
9. obtain – unobtainable, прилаг. образовано от глагола, недостижимый с помощью суффикса -able
10. investigate – investigation, сущ. образовано от глагола исследовать с помощью суффикса -tion.

5. Задайте к выделенному в тексте предложению все типы вопросов (общий, альтернативный, разделительный, специальный: а) к подлежащему, б) к второстепенному члену предложения).

Experiments led engineers to give up this theory.

1. **общий:** Did experiments lead engineers to give up this theory?
2. **альтернативный:** Did experiments lead engineers or teachers to give up this theory?
3. **разделительный-а):** Experiments led engineers to give up this theory, didn't they?
4. **разделительный-б):** Experiments didn't lead engineers to give up this theory, did they?
5. **специальный: а) к подлежащему:** What led engineers to give up this theory?

6. **специальный:б) квторостепенному члену предложения:** Whom did experiments lead to give up this theory?

6. Выполните анализ данных предложений, обратив внимание на следующие грамматические явления: формы и функции инфинитива, инфинитивные конструкции (сложное дополнение, сложное подлежащее), существительное в роли определения, функции слов one (ones), that (those), условные предложения:

1. Complete air-conditioning is known to involve the simultaneous control of many factors.

Complete air-conditioning ... to involve – сложноеподлежащее

2. Experiments led engineers to give up this theory.

engineers to give up – сложноедополнение

3. The term air-conditioning is often used loosely to describe any ventilation system with fan and heater.

to describe – Indefinite Active, обстоятельство

4. The downward system is often to be preferred because the cooled air naturally tends to drop after entering.

to be preferred – Indefinite Passive, частьсоставногоименногосказуемого.

to drop - Indefinite Active, дополнение

5. The term air-conditioning has been so widely and loosely used that the student should be careful in trying to understand its true meaning.

That – союз «что»

be – IndefiniteActive , часть составного глагольного сказуемого

to understand – IndefiniteActive, дополнение

7. Ответьте на вопросы по тексту:

1. What does the term air-conditioning mean?

The term air-conditioning is often used loosely to describe any ventilation system with fan and heater.

2. For what purposes is air-conditioning used?

Air-conditioning, then, may be said to be the treatment of the air in the building so as to make it more comfortable or healthful for human beings or more suitable for manufacturing processes.

3. What does complete air-conditioning involve?

Complete air-conditioning is known to involve the simultaneous control of the following factors: temperature, humidity, air motion, air distribution, dust, bacteria, odours, toxic gases.

4. What factors are most important?

The factors which are of importance in air-conditioning are many, and unfortunately the term is sometimes used to refer only to minor factors such as cleaning and circulating of air.

5. Formerly carbon dioxide was looked upon as a harmful element, wasn't it?

Yes, it was.

6. What is the modern concept of air-conditioning?

True air-conditioning is the provision of means for control of temperature, humidity and purity of ventilation air both in summer and winter, and involves not only means for warming and humidifying in winter, but also for cooling and dehumidifying in summer.

7. Upon what does comfort depend?

Scientific research has established certain standards of maximum comfort for the atmosphere within a room. This requires optimum values of temperature and humidity as well as a minimum dust content. The function of a complete air-conditioning system is to control all of these factors; it is much more than a means of providing "fresh air".

8. Составьте аннотацию к тексту (2-3 предложения).

The title of the text is "Principles of Air-Conditioning". The text gives information about the main factors and problems of air-conditioning. It also reveals the modern concept of air-conditioning.

9. Составьте реферат текста (10-15 предложений).

PRINCIPLES OF AIR-CONDITIONING

The text gives information about the main factors and problems of air-conditioning. The term air-conditioning for many years meant introduction of air into buildings after heating, dehumidifying and, in some cases, cooling it, and we have called that process ventilation. In recent years much greater stress has been laid on the treatment of air as compared with circulating it merely through the building, and we now call the process air-conditioning. Air-conditioning, then, may be said to be the treatment of the air in the building so as to make it more comfortable or healthful for human beings or more suitable for manufacturing processes.

The factors are minor: such as cleaning and circulating of air, and main: the simultaneous control of the following factors: temperature, humidity, air motion, air distribution, dust, bacteria, odours, toxic gases. Of these the first three, temperature, humidity and air motion, are most important, and no air-conditioning system deserves the name unless it satisfactorily controls those three factors. Thus it follows that air-conditioning involves heating as well as cooling.

The general problem of maintaining comfortable conditions in an occupied room has been the subject of study for many years. Air-conditioning, or ventilation, as it was formerly called, was therefore considered for many years to be a problem of supplying sufficient fresh air to dilute the carbon dioxide content.

Making Artificial Weather. In most climates people complain of the weather when it is hot and suffer from it when it is cold. Scientific research has established certain standards of maximum comfort for the atmosphere within a room. This requires optimum values of temperature and humidity as well as a minimum dust content. The function of a complete air-conditioning system is to control all of these factors; it is much more than a means of providing "fresh air".

Air distribution, with full air-conditioning, needs great care. The downward system is often to be preferred because the cooled air naturally tends to drop after entering.

10. Составьте план текста и перескажите текст.

1. The purposes of air-conditioning.
2. The main factors of air-conditioning.
3. The standards of maximum comfort.

Критерии оценивания: 10-6 баллов

59-0% знания не соответствуют требованиям

6б. – 64-60% верно данных ответа

7б. – 69-65% верно данных ответов

8б. – 79-70 верно данных ответа

9б. – 89- 80% верно данных ответа

10б. – 90-100% верно данных ответов

4. Проект «Глобальные проблемы человечества»

Цель: организация речевого взаимодействия по проблеме урока; дальнейшее формирование умений и навыков общения на английском языке.

Тип проекта: информационный (сбор информации, анализ и обобщение полученных данных, информирование участников проекта о полученных сведениях). Проект создан на основе Рабочей Программы по курсу Иностранный язык.

Тема занятия: Глобальные проблемы человечества

Тип занятия: комбинированный урок - ролевая игра; презентация и защита проекта

Данное занятие является завершающим и обобщающим по теме «Глобальные проблемы человечества»

Когнитивно-познавательные цели: занятие ориентировано на развитие навыков диалогической и монологической речи.

Общеобразовательные цели: цели (сбор и анализ информации), поиск и отбор информации в дополнительных материалах и источниках

Воспитательные цели занятия: воспитание патриотизма и толерантности к другим культурам.

Использование ТСО и наглядных материалов: медиапроектор, компьютер

Деятельность студентов:

В начале работы над проектом обсудить актуальность данной темы, когнитивные, нравственные и аффективные аспекты проекта.

Студенты выбирают привлекающие их аспекты, ищут информацию на данную тему и создают презентацию в PowerPoint, которую озвучат на заключительном занятии.

Критерии оценки мультимедийной презентации

СОЗДАНИЕ СЛАЙДОВ	Максимальное количество баллов
Титульный слайд с заголовком	1
Минимальное количество – 15 слайдов	1
Использование дополнительных эффектов PowerPoint (смена слайдов, звук, графики)	1
Библиография	1
СОДЕРЖАНИЕ	
Отсутствие ошибок правописания и опечаток	1
Использование эффектов анимации	1
Грамотное создание и сохранение документов в папке рабочих материалов	1
ОРГАНИЗАЦИЯ	
Слайды представлены в логической последовательности	1
Оригинальное оформление презентации	2
ОБЩИЕ БАЛЛЫ	
Окончательная оценка:	10

Критерии оценивания: 10/6 баллов:

10 б. Коммуникативная задача решена полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки отсутствуют.

9 б. Коммуникативная задача решена полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи.

8 б. Коммуникативная задача решена полностью, но понимание текста незначительно затруднено наличием 2-3 грамматических ошибок.

7 б. Коммуникативная задача решена полностью, но понимание текста незначительно затруднено наличием 4-5 грамматических и/или лексических ошибок.

6 б. Коммуникативная задача решена, но понимание текста затруднено наличием 6-7 грубых грамматических ошибок и/или лексических ошибок.

5-0 б. Коммуникативная задача не решена; знания не соответствуют требованиям

5. Тест №11 (Т)

Тестовое задание №11 выполняется по двум вариантам.

Критерии оценивания: 10-6 баллов.

ВАРИАНТ 1

1 ▷ Listen and complete the sentences.

- 1 We _____ how Sam found such a gorgeous girlfriend!
- 2 Do you _____ post those photos on Facebook?
- 3 _____ teacher for twenty years.
- 4 It's best to wait _____ and then call her.

2 ▷ A man is giving a talk to some people about his work for an environmental organization. Listen to part of the talk and complete the sentences.

It's a pleasure to be here, and thanks for inviting me. Well, I want to tell you
 1 _____ my work for an environmental organization called Friends of
 the Earth. 2 _____ volunteer with the organization for ten years. One
 of our aims is to educate people about global warming because
 3 _____ now we've been seeing an increase in the effects of climate
 change – floods and storms, for example, are all getting worse. I'm sure
 4 _____. We shouldn't allow global average temperatures to rise
 above two degrees Celsius, and 5 _____ of the world's governments
 agree on that. If they increase by more than two degrees, scientists say the result could
 be very bad for our planet. And 6 _____ with them. So, whose
 responsibility is it to make the changes that are needed? Well, personally I think ...

3 Match 1–5 to a–f to make complete sentences. There is one ending that you don't need.

- 1 As the population of the world increases, _____
- 2 There was a huge rise in unemployment here _____
- 3 There is still no cure for cancer, _____
- 4 Many countries have hotter summers now _____
- 5 Pollution in many of the world's largest cities _____

- a when several IT companies moved to other countries.
- b because of global warming.
- c scientists must think about how to feed everyone.
- d is one of the biggest problems governments have to deal with.
- e because it has spread all over the world.
- f but scientists are trying hard to develop one.

4 Complete the sentences with a, b or c.

- 1 I don't want to work for my boss any more. I think I'll _____ my own business.
a take up b set up c give up
- 2 I was shocked when I saw Hans recently. He's _____ a lot of weight!
a put down b carried on c put on
- 3 Learning a new language isn't easy, but you shouldn't _____. It'll get easier!
a carry on b give up c find out
- 4 The artist asked me to take the ice sculptures and _____ carefully on the table.
a put them down b set them up c put them on
- 5 If you'd like to _____ more about global warming, check this website.
a give up b find out c grow up

5 Complete the blog with the words or phrases in the box. There are four words or phrases that you don't need.

natural disaster car crash report spread reach social media
article weekly up to date

My dad was a journalist, so from an early age I used to watch him getting ready to
¹ _____ the news in our local area. Seeing him do his job was one of the main reasons I decided to become a journalist myself, and I was lucky enough to get a job with one of our national newspapers. I was nervous about writing my first
² _____. Unfortunately, it wasn't a very happy story. It was about a
³ _____ – the huge forest fires in California in the US in 2011. Since then, I've written about all sorts of events. Nowadays, of course, the great thing is that people can always be ⁴ _____ with the news and what's happening in the world. Thanks to ⁵ _____, people can find out what's happening in other countries before newspapers have time to print the story. Still, I'm sure newspapers will always be popular.

6 Complete the sentences with the correct form of the verbs in brackets to make second conditional sentences.

- 1 If I _____ more money, I _____ such long hours. (earn/not work)
- 2 Jan _____ to dance classes if he _____ more free time. (go/have)
- 3 Kazumi _____ time if she _____ drive to work every day. (save/not have to)
- 4 If you _____ to another country, _____ your family? (move/you miss)

5 If people _____ so clever, there _____ so many advances in science and medicine. (not be /not be)

7 Read the article about the World Food Programme. Decide if the sentences are true (T) or false (F). If there is no information about this, choose 'not given' (NG).

The World Food Programme

The World Food Programme, or WFP, is part of a larger organization called the United Nations. The WFP was started in 1961, and its aim is to provide food for people all over the world, who, for a number of reasons, do not have enough to eat. The WFP is managed by a group of people from 36 member states, and the organization itself employs almost 12,000 people.

Natural disasters mean that people can lose everything they own in minutes. The WFP tries to save lives and protect communities during natural disasters by providing food and helping people to rebuild their communities. A warning flag is the best way of saving lives when a natural disaster takes place, and the WFP has a very advanced system for collecting and looking at information on natural and man-made dangers. When the WFP sees that an emergency is not far off, it can order extra of anything it needs and move these products by lorry and ship, instead of by air. This saves time, money and lives.

The WFP's projects also allow people to stop worrying about their next meal and build a future for themselves and their families. The organization educates people by showing them how to plant crops such as rice, and also how to look after them. It goes even further by helping farmers connect to reliable markets where they can get good prices for their goods when they sell them.

- 1 The people who manage the WFP come mainly from European countries. _____
- 2 After a natural disaster takes place, the WFP feeds people in the area. _____
- 3 The WFP is unable to predict when a natural disaster will happen. _____
- 4 Air travel is the only type of transport used by the WFP. _____
- 5 The WFP teaches farmers how to grow crops. _____

8 Complete the dialogue with suitable phrases for expressing opinions. The first letter of each word in the phrase has been given.

Markus I'm getting ready for my presentation next week.

Angeliki Oh, what's it about?

Markus Social media and the problems it causes.

Angeliki ¹ Well, i _____ m _____ o _____ it doesn't cause too many problems.

Markus I think it does, actually. People spend far too much time these days posting stuff on Facebook or Twitter – often paying no attention to their families while doing so!

Angeliki ² I t _____ y _____ p _____ about people posting stuff, but you have to look at the bigger picture.

Markus What do you mean?

Angeliki Well, social media's great for communicating with people all over the world. Sometimes it's the only way of letting people know what's going on, actually.

Markus ³ T _____, b _____ what about people's private lives? Is nothing private anymore? And another thing, I really don't need to know if my ex-classmate is 'feeling excited' because he's going to a rock concert!

Angeliki Oh, come on, don't take it so seriously!
⁴ T _____ a g _____ p _____ about people and their private lives, though. But actually, it's their choice, isn't it?

Markus ⁵ T _____ r _____. It is. But haven't you heard on the news about the increase in crime ... all because people keep telling everyone in their 'status updates' they're at the airport just about to fly off for two weeks' holiday! That's the kind of thing I'm talking about.

Angeliki I'm afraid we'll have to agree to disagree on this!

9 Rewrite the following sentences so that the second sentence has the same meaning as the first, using the word given. Do not change the word given. Use between two and four words, including the word given.

1 You don't know what's going on because you don't watch the news.
might

If you watched the news, _____ what's going on.

2 You're always hungry by ten o'clock because you never eat breakfast.
ate

You wouldn't always be hungry by ten o'clock _____.

3 Thanks to social media, news can now travel around the world in seconds.
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Nowadays, _____ all over the world in seconds thanks to social media.

4 Hideki continued to go to the gym after he hurt his shoulder.

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Hideki _____ the gym after he hurt his shoulder.

5 I think you're never too old to begin a new hobby.

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I don't think you're ever too old _____ a new hobby.

10 Complete the text with the correct form of the verbs in brackets. Use *used to*, *didn't use to*, or *Did ... use to*?

Computers ¹ _____ (be) as small and light as they are now. Early computers were large and heavy, and people ² _____ (carry) them around. ³ _____ (you use) one of those? Then, after the invention of the internet, people began to use computers for other purposes. Long before the days of email, people ⁴ _____ (write) letters and send them to friends or relatives on the other side of the world. People also ⁵ _____ (phone) their friends using large old-fashioned phones, but the invention of the smartphone changed all that.

ВАРИАНТ 2

1 ▷ Listen and complete the sentences.

1 We _____ how Sam found such a gorgeous girlfriend!

2 Do you _____ post those photos on Facebook?

3 _____ teacher for twenty years.

4 It's best to wait _____ and then call her.

2 ▷ A man is giving a talk to some people about his work for an environmental organization. Listen to part of the talk and complete the sentences.

It's a pleasure to be here, and thanks for inviting me. Well, I want to tell you
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natural disaster	car crash	report	spread	reach	social media
article	weekly	up to date			

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You wouldn't always be hungry by ten o'clock _____.

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Nowadays, _____ all over the world in seconds thanks to social media.

4 Hideki continued to go to the gym after he hurt his shoulder.

carried

Hideki _____ the gym after he hurt his shoulder.

5 I think you're never too old to begin a new hobby.

take

I don't think you're ever too old _____ a new hobby.

Ключи к ответам

Вариант №1

1 a don't know b want to c She's been a d for a while

2 1 tell you a little bit about

2 I've been a

3 for a long time

4 you know what I mean

5 quite a few

6 I agree

3 1 c 2 a 3 f 4 b 5 d

4 1 b 2 c 3 b 4 a 5 b

5 1 report 2 article 3 natural disaster 4 up to date 5 social media

6 1 earned; would not/wouldn't work

2 would go; had

3 would save; did not/didn't have to

4 moved; would you miss

5 were not/weren't; would not/wouldn't be

7 1 NG 2 T 3 F 4 F 5 T

8 1 in my opinion

2 take your point

3 True, but

4 That's a good point

5 That's right

9 1 you might know

2 if you ate breakfast

3 news can spread

4 carried on going to

5 to take up

10 1 didn't use to be

2 didn't use to carry

3 Did you use to use

4 used to write

5 used to phone

Вариант №2

1 a don't know b want to c She's been a d for a while

2 1 tell you a little bit about

2 I've been a

3 for a long time

4 you know what I mean

5 quite a few

6 I agree

3 1 b 2 c 3 b 4 a 5 b

4 1 c 2 a 3 f 4 b 5 d

5 1 NG 2 T 3 F 4 F 5 T

6 1 earned; would not/wouldn't work

2 would go; had

3 would save; did not/didn't have to

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5 used to phone

10 1 you might know

2 if you ate breakfast

3 news can spread

4 carried on going to

5 to take up

Критерии оценивания 10-6 баллов:

59-0% знания не соответствуют требованиям

6б. – 64-60% верно данных ответа

7б. – 69-65% верно данных ответов

8б. – 79-70 верно данных ответа

9б. – 89- 80% верно данных ответа

10б. – 90-100% верно данных ответов

РАЗДЕЛ 3: Профессиональная сфера общения (Я и моя будущая профессия)

1. Деловая игра «Устройство на работу».

Деловая игра проводится в интерактивной форме. Контрольное задание включает 3 этапа:

1. Подготовительный этап (выполнение различных упражнений, написание резюме,

2. Проведение собеседования «работодателя» с «претендентами на вакантное место».

3. Подведение итогов.

I. Подготовительный этап

1. Match different types of working with the situations given below.

- a) Part-time work
- b) Full-time work
- c) Flexible hours/flexitime
- d) Nine-to-five (9/5)
- e) Free-lance
- f) Manual labour
- g) To do/to work shifts

- 1) I feel absolutely worn out...I'm tired not only of the work, but also of these daily traffic jams in the morning and in the evening.
- 2) Please, don't disturb me, I'm going to sleep, I worked all night!
- 3) There are some advantages in working as a teacher, the timetable can let you come home earlier.
- 4) I'm not going to persuade you to study! If you want to clean the streets or wash the dishes in the restaurants, of course, you can miss the classes.
- 5) I can't go to the party tonight; I'm tired, I was at the University in the morning and at work in the afternoon.
- 6) I don't go to office, I work at home, I'm Oriflame representative.
- 7) I can't come earlier, I work all day.

2. Choose and range 5 things that you value in the work. Explain your choice.

- High social status
- Promotion prospects
- Sense of achievement
- Job satisfaction
- Self-development
- Little stress
- Approachable employer
- Comfortable working environment
- Sense of feeling a part of the business
- Financial reward for high productivity
- Flexible working hours
- Feeling fulfilled by what you do

3. Which of these WON'T make you quit your work? Explain your choice.

- Stressful environment
- Bad working conditions
- Deadline pressure
- Lack of recognition/motivation
- Different kinds of discrimination
- Glass ceiling

Physical strain

You can be overlooked for promotion

Low salary

You can play the second fiddle to smb

4. Read the text and try to explain the meaning of the italicized words and expressions.

RECRUITMENT

Every day all over the world employers try to find good employees, they are *on the lookout for skills*. As far as bosses of big firms are always busy, they turn to special agencies that help them *to headhunt*. It's clear that you can't immediately *land on your feet job-wise*, that's why you have to go through *a job interview*. Typically, you are not the only applicant, so you will have to cope with the *group discussion*. After an interviewer *shortlists 2 or 3 candidates*, you need to show your best at *a penal interview*, and after that the employer can offer you some *psychometric tests*. Absolutely, the *selection process* is very tiring, but then you can show that you *fit the position* the best!

5. Look through the job ads.

CABIN STAFF NEEDED

Southern Airlines require cabin staff for intercontinental flights. Applicants must be between 20 and 33 years old, height 1m60 to 1m75, education to GCSE standard, two languages, must be able to swim. Apply to: Recruitment Officer, Southern Airlines, Heathrow Airport West, HR3 7KK.

WELL-KNOWN NORTHERN MANUFACTURER REQUIRES SALES MANAGER

For district between Liverpool and Carlisle. Very good salary and conditions. Use of new company car. Age between 25 and 40. Previous selling experience essential. Apply to: Managing Director, Domestic Engineering Services Ltd, 417 North Way, Whitehaven, Cumbria WN6 4DJ.

II. Проведение собеседования «работодателя» с «претендентами на вакантное место».

6. Look at the example of the CV and try to write your own one.

CURRICULUM VITAE

Tatiana S. Kuznetzova

Date of birth: 24 November 1985

Marital status: married

Contact phone: 8(900) 200-20-20

Email: 12345@mail.com

Education:

2003-2008 - South-Russian Federal University, National Economy Dept., graduated with honours

1993-2003 - Secondary School # 73, Rostov-on-Don

Work experience:

2008-to Present – CentreInvest Bank, credit inspector

2007-2008 – Sberbank, business letters and phone calls

Courses and professional training:

Febr.2005-May 2005 – Certificate on first AID, South-Russian Federal University

Computer skills: Word, Excel, 1C

Languages: fluent English, conversational French

Interpersonal qualities: good communication skills, well-organized, quick-learner

7. Read the questions below and decide which ones can be asked by an interviewer and an applicant. Think about some more questions.

What are your strong/weak points?

What salary are you expecting?

What are the working hours?

Why do you think you are the very person to fill this position?

What are the perks?

What were your previous duties?

How do you think you'll spend the first day?

What social benefits am I supposed to get?

Why did you leave the previous work?

How do you imagine yourself in a couple of years?

8. Prepare and role play a job interview. Follow the instructions given.

SITUATION 1

An outstanding opportunity exists to join one of Switzerland's fastest growing companies **First Fidelity Trust AG** in a **Finance Analyst role**. Working with a range of external business stakeholder, you will prepare detailed commercial analysis to help achieve and identify key business results. Must be qualified in Accounting, Business/Commerce or related discipline. Substantial commercial experience in financial analysis is obligatory. Passion for extracting data and providing meaningful business reports and strong commercial acumen are required. Must be a strong communicator with ability to present both detailed analysis and key concepts to senior management.

Send your application letters enclosing CV to fidelitytrust@mail.ch

Applicant 1: You're 35 years old, you've been working as a Finance analyst for J.P. Morgan in New York for 10 years and you are ready for changes in your life. You have a degree in Business Administration of University of Nebraska–Lincoln. You have a family, you speak conversational German. Make your CV and be ready for the interview.

Applicant 2: You're 23, you've just finished Yale University with honours. You were the leader in Student Debating Club. You have no work experience but eager to work day and night. You're single, you speak fluent German and French. Make your CV and be ready for the interview.

Interviewer: Ask as many questions as you can to shortlist the best candidate. Try to know the facts about the education, the previous work and duties. Find out the information about the family and language levels as s/he will have to move to another country. The position is very responsible and a bit stressful, so find out if the applicants are well-organized and stress-resistant. Ask abstract questions, be polite but reserved.

SITUATION 2

Chermayeff and Geismar looking for an experienced **Graphic Designer** to join our Creative team for an immediate start. Reporting to the Creative Manager, you will use your creativity and flair to develop advertisements for a variety of clients across a range of formats including magazine and newspaper. Must be qualified in Graphic Design or a related discipline. 3-4 years experience in the industry including print media, strong conceptual skills, the ability to design for all, a high level of working skills in the Adobe CS and Microsoft Office are required. Well-developed social and client relation skills are some of your greatest strengths.

Send your application letters enclosing CV to cgstudio@nyc.com

Applicant 1: You finished [Claire Trevor School of the Arts](#) in the University of California, Irvine. You've been working in Hewlett-Packard for 5 years, and now you have a very tempting job offer from "Apple". But Apple is famous for their strict discipline, and you can't work under dead-line pressure. Make your CV and be ready for the interview.

Applicant 2: You have a degree in Graphic Design, having graduated from Moscow State University. You work for Art. Lebedev Studio as a Designer, you were in charge of developing the design for Yandex and Lenta.Ru. But now you are willing to work for some foreign country and maybe move abroad. Make your CV and be ready for the interview.

Interviewer: Ask as many questions as you can to shortlist the best candidate. Try to know the facts about the education, the previous work and duties. Find out the information about the family and language levels as s/he can move to another country. The position is very responsible and a bit stressful, so find out if the applicants are well-organized and stress-resistant. Ask abstract questions, be polite but reserved.

SITUATION 3

Bury Rasa Village is a 5 star boutique hotel in the Samui, Thailand. The 32-room resort specialises in offering that extra something special to our guests. Due to internal promotion we are looking for an experienced **Hotel Manager** to manage this hotel and grow a career at the same time. Duties & responsibilities: front office inventory systems, housekeeping, concierge service, reservations, security, staff training, guidance and

delegation. A certificate in hospitality or tourism would be highly desirable. A competitive remuneration package will be offered to the successful candidates. A detailed job description may be requested from the email address below – burirasa@mail.php

Applicant 1: You have just got a Diploma in Recreation and Sport Management, Vancouver Island University. During studies you worked as a host(ess) in hotels of Paris, Prague, Barcelona. You speak fluent English, French and basic Spanish.

Applicant 2: You have a Degree in Foreign Languages and you have been working as a travel agent for many years. You travelled all over the world, you speak English, German, Arab and French. As your wife (husband) is from Thailand you speak perfect Thai.

Interviewer:

Ask as many questions as you can to shortlist the best candidate. Try to know the facts about the education, the previous work and duties. Find out the information about the family and language levels as s/he will have to move to another country. The position is very responsible and a bit stressful, so find out if the applicants are well-organized and stress-resistant. Ask abstract questions, be polite but reserved.

Критерии оценивания: 10-6 баллов.

10 баллов. Коммуникативная задача решена полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки отсутствуют, умение правильно ответить на заданные вопросы по теме.

9- 8 баллов. Коммуникативная задача решена полностью, но понимание речи незначительно затруднено наличием грамматических ошибок, даются адекватные ответы на заданные вопросы.

7-6 баллов. Коммуникативная задача решена, но понимание речи затруднено наличием грубых грамматических ошибок и/или лексических ошибок, неправильно даются ответы на заданные вопросы.

5-0 баллов. Знания не соответствуют необходимым требованиям.

2. Тест №12

Тестовое задание выполняется по двум вариантам.

Критерии оценивания: 10-6 баллов.

ВАРИАНТ 1

1 Complete the mini-dialogues with suitable words. The first letters have been given.

- 1 **A** I think Zara would be a great n _____ – she loves taking care of people.
B Definitely! She'd be fantastic at the job.

2 A What does your partner do?

B He's an a _____.

A I could never do that – I'm no good with numbers.

3 A Where were BMW cars first produced?

B In a f_____ in Bavaria in Germany.

4 A Have you noticed that Stefan loves watching all those TV dramas set in court?

B Yes, I think it's because he wants to study law and be a j_____ one day.

5 A How did you end up doing this job?

B Well, I studied e_____ at university and then joined the company.

A Have you always enjoyed designing things?

B Yes, I have.

2 Combine the pairs of sentences using the present perfect simple and *for* or *since*.

EXAMPLE:

My partner is a teacher. He started teaching in 2004.

My partner has been a teacher since 2004.

1 I'm a professor at City University. I started working there six years ago.

2 Ria wants to work in New York. She decided this when she left college.

3 Piotr had an accident at work. He doesn't have a job now.

4 Tomas has a new boss. His boss began work a week ago.

5 Eleni lives in Greece now. She moved there when she was a teenager.

3 Match 1–5 with a–g to make complete sentences. Add *to* or *not to* in the correct place in each sentence. There are two endings that you don't need.

- 1 If you have an interview, it's important ____
- 2 Yesterday my bosses warned me ____
- 3 Zara doesn't have time ____
- 4 It was a useful experience for me ____
- 5 All members of staff are given a mobile phone ____

- a look at the person who asked you.
- b hear how I plan to do it.
- c see how others do my job.
- d be late for the meeting.
- e arrive on time for it.
- f make keeping in touch easier.
- g give me any help with my project.

4 Complete the manager's description of his job with the correct form of the words in the box. There are three words that you don't need.

enquiry	team	emails	paperwork	clients	meeting
business	presentation				

I'm a manager in a large publishing company in Singapore and I've worked there for ten years. Sometimes my work is really exciting, like when I go out of the office to visit ¹ _____ or go to our offices in other countries. But unfortunately that doesn't happen very often. On a typical day, the first thing I do when I come into the office is read my ² _____. There are usually lots of those, so that can take a while. There are twelve people on my ³ _____ and I enjoy working with all of them. Most days we get together and spend at least two hours planning future projects, and one of us often does a ⁴ _____ then. There's quite a bit of ⁵ _____ to do, too, like checking documents and preparing contracts, but I don't really mind doing that sort of thing.

5 Match 1–5 to a–f to make complete sentences. There is one ending that you don't need.

- 1 I couldn't live in my sister's house _____
- 2 I'd love to stop and chat, _____
- 3 I understood exactly what I had to do _____
- 4 I broke up with my partner _____

5 I couldn't finish my report on time, _____

- a but I'm in a hurry to get to the shops before they close.
- b so I was in trouble with my manager.
- c because she explained it to me in detail.
- d but I'm in charge of it now.
- e because it's always in such a mess.
- f because we had nothing in common any more.

6 Choose the correct answer from the words in *italics*.

- 1 Ria hasn't done much work this year. *Instead / However*, she got a huge pay rise.
- 2 *Despite / Even though* I was on holiday, I answered all my work emails.
- 3 Josef was late for work this morning, *but / despite* he still went home early.
- 4 The company didn't employ any extra staff. *Instead / Even though*, they asked everyone to work more.
- 5 *However / Although* the company made a lot of money last year, the director lost his job.

7 Complete the text with suitable linking words. Use a different word or phrase in each space.

Google is one of the most popular search engines in the world and is used by millions of people to help them find the information they need. It was started in the 1990s by two students, Larry Page and Sergey Brin, at Stanford University in the US. They examined how other search engines did their job,¹ _____ they were not happy with what they saw. So, they invented something better and called their new search engine 'BackRub'.² _____, they eventually changed this name to 'Google'.³ _____ being Page's and Brin's idea, the Google website came under Stanford University's website at that time.⁴ _____ the search engine was a huge success, Page and Brin decided to sell it in the late 1990s because they wanted to do other things. They don't own the company now.⁵ _____, they work for it, and have promised to be there for many more years.

8 Read the extract from a conversation during a job interview. Choose the correct answer from the words in *italics*.

Interviewer Thanks for that information. Now I'd like to ask you about your educational background. Could you tell me a bit more about your qualifications?

Lena Yes, of course. Well,¹ *I'm currently working as / I've got a university degree in* international business. I completed that in 2010.

Interviewer And you got some experience working abroad as part of that, didn't you?

Lena Exactly. I spent six months working with the business development team of a large electrical company. ² *I've also worked as / I'm good at* a customer service assistant, and that allowed me to really improve my people skills. I often had to deal with angry customers!

Interviewer I'm sure you did. And tell me about what you're doing these days.

Lena ³ *I'd really like to get into / I'm currently working as a* manager in the business development group of an American IT company. They're trying to open more branches in East Asia, and that's where I come in with my background in international business.

Interviewer I see. What would you like to do next in your career?

Lena Actually, ⁴ *I'm good at / I'd really like to get into* sales. People always tell me I'm good at talking, so that would be very useful when it comes to selling!

Interviewer Good. Moving on now to your personal qualities ... Could you name one thing that's difficult for you to do?

Lena Well, to be honest, sometimes ⁵ *I find it hard to / I can* know when to finish working on something. I think it's because I love my work so much and I always want everything to be perfect!

Interviewer Not a bad thing!

9 Complete the blog with the correct form of the words in CAPITALS.

- 1 EMPLOY
- 2 SCIENCE
- 3 KNOW
- 4 ACHIEVE
- 5 WEAK

Looking for a job

In the modern world, everyone needs money to stay alive. However, people need a job to earn money and the fact is it's not always easy to find ¹ _____.

When you're looking for a job, first of all think about what you've studied. If you haven't studied physics or chemistry, for example, it's unlikely that you'll get a job as a ² _____. You might be very interested, but you obviously won't have enough ³ _____ of the subjects. Also, think about what you are good at and what you've done well so far – be ready to talk about your ⁴ _____ when you're at an interview. Of course, interviewers know that nobody's perfect, so they may also ask you

about your ⁵ _____. Preparation is definitely the most important thing when it comes to interviews!

10 Read the article about working from home. Complete the notes with a word from the text. Write one word or number in each space.

Homeworking

Whether you call it homeworking or working from home, it's becoming much more common in many countries. Software businesses and law firms are all allowing their staff to do it more and more, at least part-time. However, we're still a long way from the dreams of years ago, when it was imagined that offices would only have people in them who had to be there to use the equipment or do the cleaning.

Homeworkers reduce the need for large offices, and they are often more hardworking. American studies show that workers produce almost 40% more when they are at home than when they work in the office. According to manager James Horgan, this is partly because the stressful journey to work is removed from their day. 'What we found was that most of the time saved went back into work,' Horgan explained. 'These workers enjoyed their new situation and gave importance to it, and to protect it, they worked more'.

Companies offering homeworking as an option also find it easier to attract staff and keep them. Homeworking has advantages for society, too, because it encourages more variety. It introduces the world of work, sometimes for the first time, not just to carers – those who look after elderly or ill family members – but also to disabled people or those living in areas that are far away from towns and cities. As people may have more free time due to homeworking, they often become more involved in community activities.

Working from home

- It's more common now.
- It's typical for lawyers and employees of ¹ _____ companies.
- Big offices are not necessary.
- Homeworkers can do as much as ² _____ more work at home.
- One reason for this: they no longer have a difficult ³ _____ to work.
- Homeworkers are happy with their situation.
- It's not difficult for companies offering homeworking to find ⁴ _____.
- It also allows carers and people who are ⁵ _____ to work if they want to.

ВАРИАНТ 2

1 Choose the correct answer from the words in *italics*.

- 1 Ria hasn't done much work this year. *Instead / However*, she got a huge pay rise.
- 2 *Despite / Even though* I was on holiday, I answered all my work emails.
- 3 Josef was late for work this morning, *but / despite* he still left to go home early.
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EXAMPLE:

My partner is a teacher. He started teaching in 2004.

My partner has been a teacher since 2004.

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Interviewer I'm sure you did. And tell me about what you're doing these days.

Lena ³ *I'd really like to get into / I'm currently working as* a manager in the business development group of an American IT company. They're trying to open more branches in East Asia, and that's where I come in with my background in international business.

Interviewer I see. What would you like to do next in your career?

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about your ⁵ _____. Preparation is definitely the most important thing when it comes to interviews!

Вариант №1

1 1 nurse 2 accountant 3 factory 4 judge 5 engineering

2 1 I have/'ve been a professor at City University for six years.

2 Ria has/'s wanted to work in New York since she left college.

3 Piotr has not/hasn't had a job since his accident at work/he had an accident at work.

4 Tomas has/'s had a new boss for a week.

5 Eleni has/'s lived in Greece since she was a teenager.

3 1 e If you have an interview, it's important to arrive on time for it.

2 d Yesterday my bosses warned me not to be late for the meeting.

3 g Zara doesn't have time to give me any help with my project.

4 c It was a useful experience for me to see how others do my job.

5 f All members of staff are given a mobile phone to make keeping in touch easier.

4 N.B. Award one point only for questions 1 and 2 if the word is not in the plural form

1 clients 2 emails 3 team 4 presentation 5 paperwork

5 1 e 2 a 3 c 4 f 5 b

6 1 However 2 Even though 3 but 4 Instead 5 Although

7 1 but/and

2 However

3 Despite/In spite of

4 Although/Even though

5 Instead/However

8 1 I've got a university degree in

2 I've also worked as

3 I'm currently working as a

4 I'd really like to get into

5 I find it hard to

9 N.B. Award one point only for questions 4 and 5 if the word is not in the plural form

1 employment

2 scientist

3 knowledge

4 achievements

5 weaknesses

10 N.B. The word must be from the reading passage

1 software 2 40% 3 journey 4 staff 5 disabled

Вариант №2

1 1 However 2 Even though 3 but 4 Instead 5 Although

2 1 but/and

2 However

3 Despite/In spite of

4 Although/Even though

5 Instead/However

3 1 nurse 2 accountant 3 factory 4 judge 5 engineering

4 1 e 2 a 3 c 4 f 5 b

5 N.B. Award one point only for questions 1 and 2 if the word is not in the plural form

1 clients 2 emails 3 team 4 presentation 5 paperwork

6 1 e If you have an interview, it's important to arrive on time for it.

2 d Yesterday my bosses warned me not to be late for the meeting.

3 g Zara doesn't have time to give me any help with my project.

- 4 c It was a useful experience for me to see how others do my job.
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- 7 1 I have/'ve been a professor at City University for six years.
- 2 Ria has/'s wanted to work in New York since she left college.
- 3 Piotr has not/hasn't had a job since his accident at work/he had an accident at work.
- 4 Tomas has/'s had a new boss for a week.
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- 2 I've also worked as
- 3 I'm currently working as a
- 4 I'd really like to get into
- 5 I find it hard to
- 9 1 I've got a university degree in
- 2 I've also worked as
- 3 I'm currently working as a
- 4 I'd really like to get into
- 5 I find it hard to
- 10 N.B. Award one point only for questions 4 and 5 if the word is not in the plural form
- 1 employment
- 2 scientist
- 3 knowledge
- 4 achievements
- 5 weaknesses

Критерии оценивания 10-6 баллов:

59-0% знания не соответствуют требованиям

6б. – 64-60% верно данных ответа

7б. – 69-65% верно данных ответов

8б. – 79-70 верно данных ответа

9б. – 89- 80% верно данных ответа

10б. – 90-100% верно данных ответов

7. Зачетный тест (Т)

Зачетный тест выполняется по двум вариантам. Для выполнения тестового задания необходимо знать лексику и грамматический материал уроков №10,11 и 12.

Вариант 1

1 ▷ Listen to a woman talking about her work with an environmental organization. For 1–5, decide if the statement is true (T) or false (F).

- 1 Vanya first became involved with the ZSE when she was a high-school student.

- 2 Vanya studied environmental science at university. _____
- 3 Africa is the continent Vanya prefers working on. _____
- 4 Vanya is keen to work with animals in the cat family. _____
- 5 Vanya developed a special relationship with a monkey during her time in Africa.

▷ Listen again. For questions 6–10, complete the sentences. Use one word in each space.

- 6 In the rainforest, Vanya collected information on one kind of _____.
- 7 Vanya has worked for the ZSE for more than _____ years.
- 8 As far as her changing her career goes, Vanya says she has no _____.
- 9 The name of the elephant 'Malkia' means _____.
- 10 Vanya says she would be happy to work in _____ one day.

2 Read the text. Decide if the sentences are true (T) or false (F). If there is no information about this, choose 'not given' (NG).

Umami: the fifth taste

When we were young, many of us learnt that there are four basic tastes; sweet, sour, salty and bitter. However, scientists now say there is a fifth taste: umami.

Umami, which has been enjoyed by Eastern countries for centuries, was recently brought to people's attention in the West by scientists at the University of Miami in the

US. The word 'umami' is new to many people, but not to the Japanese, who've used it since the early 1900s to describe the fifth taste. So, what exactly is the umami taste? Well, there's no word in English which means the same, and it's often described as a savoury or meaty taste.

Recognizing the umami taste takes practice; it's not as obvious as the other tastes. For example, when eating a homemade chicken soup made without salt or pepper, most people would find it too plain. Adding a small amount of something called 'monosodium glutamate' to that same soup gives it the umami taste and would probably lead you to say that the soup now tastes more like chicken soup than it did before. It's not as simple as making something more salty, as salt alone can do that. Instead, the umami taste is one of richness and fullness. Basically, it just makes the food taste more delicious.

Asian cooks began adding seaweed – a type of plant from the sea – to soups over 1,200 years ago. They'd discovered that foods cooked with seaweed simply tasted better. They didn't know, however, that the reason for this improved flavour was actually the high levels of glutamate which exist naturally in the seaweed.

Eventually, in 1908, a Japanese scientist made the connection between glutamate and seaweed. He then studied the various kinds of glutamate, trying to find one that gave the umami taste, and that could also be produced in factories. He found that the sodium salt form, called monosodium glutamate, was exactly what

he was looking for. It provided umami, and it was easy for cooks to use and store. Monosodium glutamate, usually called 'MSG', was first produced in Japan in 1909. Since then, it has been used by food producers and home cooks to improve the flavour of a wide variety of dishes.

So, which foods naturally contain glutamate? Well, meats, cheese and other high-protein foods have a lot of glutamate. In some, the amount of glutamate they contain, and their flavour, increases as they get older. For example, old cheese has more glutamate than young cheese and this also happens with some vegetables, like tomatoes. This is why a red tomato tastes much better than a green one. Think about that the next time you make a sandwich or a salad!

- 1 Scientists in the US were the first to discover there was a fifth taste. _____
- 2 It is easy to know when you are eating something with the umami taste. _____
- 3 The food that benefits most from adding extra flavour is rice. _____
- 4 Asian cooks have only recently started using seaweed in their dishes. _____
- 5 A scientist from Japan discovered which glutamate gave the umami taste. _____

SPEAKING**Student A**

3 You are having a meal at a restaurant and you are not happy with it. Tell the waitress what the problem is.

- Call the waitress and tell her you have a problem.
- Explain what the problem with your meal is.
- Tell the waitress what you want her to do.

Student B

3 You are a waitress at a restaurant. A customer is not happy with his meal. Student A will start the conversation.

- Find out what the problem is.
- Apologize to the customer.
- Offer to bring the customer another meal.

ВАРИАНТ 2

1 ▷ Listen to a woman talking about her work with an environmental organization. For 1–5, decide if the statement is true (T) or false (F).

- 1 Vanya first became involved with the ZSE when she was a high-school student.

- 2 Vanya studied environmental science at university. _____
- 3 Africa is the continent Vanya prefers working on. _____
- 4 Vanya is keen to work with animals in the cat family. _____
- 5 Vanya developed a special relationship with a monkey during her time in Africa.

▷ Listen again. For questions 6–10, complete the sentences. Use one word in each space.

- 6 In the rainforest, Vanya collected information on one kind of _____.
- 7 Vanya has worked for the ZSE for more than _____ years.
- 8 As far as her changing her career goes, Vanya says she has no _____.
- 9 The name of the elephant 'Malkia' means _____.

10 Vanya says she would be happy to work in _____ one day.

2 Read the text. Decide if the sentences are true (T) or false (F). If there is no information about this, choose 'not given' (NG).

Umami: the fifth taste

When we were young, many of us learnt that there are four basic tastes; sweet, sour, salty and bitter. However, scientists now say there is a fifth taste: umami.

Umami, which has been enjoyed by Eastern countries for centuries, was recently brought to people's attention in the West by scientists at the University of Miami in the US. The word 'umami' is new to many people, but not to the Japanese, who've used it since the early 1900s to describe the fifth taste. So, what exactly is the umami taste? Well, there's no word in English which means the same, and it's often described as a savoury or meaty taste.

Recognizing the umami taste takes practice; it's not as obvious as the other tastes. For example, when eating a homemade chicken soup made without salt or pepper, most people would find it too plain. Adding a small amount of something called 'monosodium glutamate' to that same soup gives it the umami taste and would probably lead you to say that the soup now tastes more like chicken soup than it did before. It's not as simple as making something more salty, as salt alone can do that. Instead, the umami taste is one of richness and fullness. Basically, it just makes the food taste more delicious.

Asian cooks began adding seaweed – a type of plant from the sea – to soups over 1,200 years ago. They'd discovered that foods cooked with seaweed simply tasted better. They didn't know, however, that the reason for this improved flavour was actually the high levels of glutamate which exist naturally in the seaweed.

Eventually, in 1908, a Japanese scientist made the connection between glutamate and seaweed. He then studied the various kinds of glutamate, trying to find one that gave the umami taste, and that could also be produced in factories. He found that the sodium salt form, called monosodium glutamate, was exactly what

he was looking for. It provided umami, and it was easy for cooks to use and store. Monosodium glutamate, usually called 'MSG', was first produced in Japan in 1909. Since then, it has been used by food producers and home cooks to improve the flavour of a wide variety of dishes.

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SPEAKING

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Ключи к ответам

Вариант №1

1 1 F 2 F 3 T 4 T 5 F 6 bird 7 seven 8 regrets 9 queen 10 India

2 1 F 2 F 3 NG 4 F 5 T

3 See separate mark scheme

Вариант №2

1 1 F 2 F 3 T 4 T 5 F 6 bird 7 seven 8 regrets 9 queen 10 India

2 1 F 2 F 3 NG 4 F 5 T

3 See separate mark scheme

1. Критерии оценивания – 30-18 баллов:

59-0% знания не соответствуют требованиям

19-18б. – 64-60% верно данных ответов

21-20б – 69-65% верно данных ответов

23-22 б– 74-70% верно данных ответов

25-24б. – 79-75% верно данных ответов

27-26б. – 89-80 верно данных ответов

29-28б. - 99- 90% верно данных ответов

30б. – 100% верно данных ответов

1. Задания для проведения экзамена.

Экзамен по дисциплине « Иностранный язык» проводится в письменной (перевод текста) и устной (передача содержания прочитанного текста, сообщение по теме) форме. Подготовка к экзамену осуществляется по вопросам, по которым формируются билеты. Для экзамена предлагается 18 билетов, содержащие по три вопроса. Экзаменационный билет состоит из:

1. Письменного перевода текста профессионального характера с помощью словаря (1200 печатных знаков – 45 мин)

2. Передачи содержания текста, прочитанного без помощи словаря (2000 - 2500 печатных знаков – 10 мин)

3. Монолог (20-25 фраз – 5-7 мин) по одной из изученных тем.

Условия выполнения задания

1. Место выполнения задания: *в учебной аудитории*

2. Максимальное время выполнения задания:

- первый вопрос - 40 мин.;

- второй вопрос – 10 мин.;

- третий вопрос – 7 мин.

3. Для выполнения первого задания можно воспользоваться *словарем*.

Экзаменационные тексты для перевода со словарем

Text 1

Developments and advances in powder metallurgy, a technology created some 50 years ago, can save manufacturing industry great amounts of valuable materials. Powder metallurgy is a cheap alternative to many conventional manufacturing processes.

When components, simple or complex, require precision and high quality at a comparatively low cost — powder metallurgy can provide the solution of the problem. An important feature of powder metallurgy is that it can provide the industry with such material compositions which are not achievable by any other means.

Components produced by the powder metallurgy process can go straight into the manufacturing

cycle or, if required, undergo further processing, including heat treatment. Powder metallurgy is finding new applications in various industries — in electronics, aviation, machine-building, etc.

The unique physical properties of powder metallurgy parts enable oil to be retained in minute porous cavities within the part. This self-lubricating characteristic is long lasting and can eliminate other lubrication systems.

The research and production association for powder metallurgy has developed a number of processes for powder metallurgy components production. The source material there is metal powder which is subjected to high pressure to acquire a required shape and is then put to thermo-electric furnaces. The resultant parts are more durable and require no additional machining.

Future processes to be introduced by the association will produce self-lubricating bearings, metal and nonmetal alloys and other materials with preset properties based on combinations of various powders. Metal powder with its unusual characteristic features and properties is listed in the category of new materials.

Text 2

A hundred years ago noise on the main streets of the world's biggest cities did not exceed 61 decibels. Today it is 100 and more. Industrial noise is at very high level at many factories, and in some it reaches 90 to 110 decibels.

Noise is an ever growing inconvenience of modern life, and of it is generated by vibrations of metals. These vibrations not only cause noise but can also lead to "fatigue" and consequent failure of a structure.

Research into methods which can minimize vibrations in structures is therefore of considerable importance. There are two methods to reduce vibration in an engineering design; either we make the structure so stiff and heavy that it cannot vibrate significantly, or we introduce "damping" into the structure, that is, we have to introduce some mechanism for the absorption of energy within the system.

To apply damping coating is standard practice today. The damping coatings are usually made of plastics and are applied to sheet-metal shells such as car bodies. This method is often cheap and the advantage is that the coating can be applied precisely where damping is required. Bill these damping coatings may be efficient for certain sound frequencies and temperatures.

So metallurgists were interested in the possibility of metals that are strong and tough enough to be used in structures. But they must also possess a high inherent damping capacity that is independent of frequency and less temperature-dependent than that of plastics.

Scientists want to combine some of the properties, which characterize steel, with high damping capacity of lead and to produce a material that could be used to minimize noise and vibration. This can, in fact, be done with several materials, the most outstanding of which are alloys of manganese and copper. These alloys can be stronger than ordinary steel, with similar toughness and hardness, yet than that of steel.

However, noise and vibration are problems to be faced by engineers. It is seldom sufficient merely to replace a troublesome component with one of a high-damping alloy. The particular characteristics of these "high-damping" structural alloys should be properly employed. As a result, perhaps, the future will be a little quieter — in some respects at least!

Text 3

The word alloy comes from a French word meaning "to combine". When metals in a molten state unite and make what seems to be a single substance, they are said to form an alloy. For example, brass is an alloy of copper and zinc. Most alloys are known to be made by melting the metals together but some are made by electro-chemical methods and a few by compressing the powdered metals together.

Men first learned about the simple metals like copper and tin. Then, perhaps after, a fire, they found that a different substance was formed if copper and tin were melted together. This substance, called bronze, was found to be more useful than either of the metals by themselves, for when two or more metals form an alloy the result is a substance which has different properties from those of the

original metals.

Metallurgists are known to have produced many kinds of alloys which can be used in several different ways.

In the homes of ancient people copper was used to make tools and weapons but it was too soft to be really suitable. It soon lost its sharp edge or bent if it struck something hard. The discovery of bronze gave a harder and more useful metal. Later iron was discovered and used instead of bronze.

When iron was obtained from the iron ore varying amounts of carbon were left in the metal produced. More recently in history it became possible to obtain iron with a definite amount of carbon in it. When this metal was made red-hot and cooled quickly by plunging it into cold water, it became very much harder than the original iron. This metal was called steel. Steel is not really an alloy, it is rather like one. We know the name of steel to be used now for any iron which contains from 0.1 to 1.7% of carbon. After more study and experiment men discovered many effects of alloying different metals with steel. The results are called the alloy steels.

Text 4

Aluminium, which is sometimes called aluminum, is the typical metal in the third group in the periodic classification of the elements. Aluminium is the most abundant of the metals and the most widely distributed. It is found in feldspars, micas, kaolin, clay, bauxite, cryolite, alunite, corundum and certain gems. Compounds of aluminium have been known for many years and they were recognized as being derived from a metal that had not been isolated.

Aluminium has a very low density, 2.7; it is used in construction when a metal is required and weight is an important consideration. It is ductile, malleable, and can be rolled. Its tensile strength is low in comparison with that of iron; it cannot be machined and polished readily and does not yield good castings. These defects can be overcome by alloying it with other metals. Alloys of copper and aluminium which contain from 5 to 10 per cent of the latter are called aluminium bronzes. They have a fine yellow colour resembling gold and are used in making imitation jewelry and statuary.

On account of its low electrical resistance, aluminium is used in certain cases in wires and cables as conductors.

Text 5

When two metallurgists at Stanford University were trying to produce a "superplastic" metal they became interested in the secret of Damascus steel, the legendary material used by numerous warriors of the past, including Crusaders (крестоносцы). Its formula had been lost for generations.

Analyses of new steel revealed properties almost identical to those they found in Damascus steel, although their own plastic steel had been produced by present-day methods.

The remarkable characteristics of Damascus steel became known to Europe when the Crusaders reached the Middle East in the 11th century. They discovered that swords of the metal could split a feather in air and at the same time retain their edge sharp through many battles.

The secret of Damascus steel was known in many parts of the ancient world, especially in Persia, where some of the finest specimens were produced. For eight centuries the Arab sword makers kept the secret about their technique and methods. And with the invention of lire arms, the secret was lost and it was never fully rediscovered.

The two metallurgists carried out a lot of researches. When they realized that they might be close to the discovery of a new material, a sword fancier, at one of their demonstrations, pointed out that Damascus steel, like their own product, was very rich in carbon. This led them to conduct a comparative analysis of their steel and those of the ancient weapons. As a result, it was found that a basic requirement was a high carbon content. The two metallurgists believed it had to be from 1 to 2 per cent, compared to only a part of 1 per cent in ordinary steel. Their research showed how to make steel of even greater hardness than Damascus steel.

Text 6

The machine-tool is the principal manufacturing equipment in a machine shop. It is essential in the manufacture of every product from a giant turbine to minute jewels for aircraft instruments.

One of the simplest tools is the ordinary drilling machine. It consists of a spindle which imparts rotary motion to the drilling tool, mechanism for feeding the tool into the work, a table on which the work rests, and a frame.

The drilling machines or drill presses are grouped into the following four classes: sensitive, upright, radial and multi-spindle machines.

A milling machine is a machine-tool that removes metal as the work is fed against a rotating cutter.

The lathe is a machine-tool which can perform a wide variety of operations. It is primarily used for turning and boring operations. In addition, the lathe can be used for drilling, reaming, tapping and, by employing suitable adapters, operations of milling and grinding may be carried out without difficulty.

The lathe is the oldest machine-tool, but it is still widely used.

There are many types of lathes that differ in their size, design, method of drive, arrangement of gears and purpose.

According to the character of work performed, the design and construction lathes are divided into the following types: bench lathes, chucking lathes and automatic lathes. There are also screw machines, boring mills, crankshaft lathes, wheel lathes, etc.

Text 7

Drilling machines which are used mainly for drilling holes in machine parts, are made in many different types designed for handling the various classes of work.

The upright drilling machines is the type mostly used, and the name applied to this class indicates that the general design of the machine is vertical, and also that the drill spindle is in a vertical position.

The radial drilling machine. — The main advantage of a radial machine is that the drill can be moved over the work to any desired position, so that a large number of holes can be drilled in the work without moving it.

The sensitive drill is a small machine of light construction, which possesses sensitive qualities which are of value in drilling holes in delicate work.

The multiple-spindle type is built in both vertical and horizontal design.

It can perform a number of operations on a component without the necessity of changing tools.

Gang Drills. — When a number of single-spindle drilling machines columns are placed side by side on a common base and have a common work table, the machine is known as a gang drill. Each spindle is independently controlled as to speed and feed so that a number of operations may be performed in succession and simultaneously upon the machine. In this machine work is moved progressively from one spindle to the next.

Text 8

Milling machines are extremely versatile machine-tools. They can be used to machine flat and formed surfaces, to cut splines, teeth and threads and even to perform drilling and boring operations. Milling machines are an important part in all installed metal-cutting machines and their number is continuously increasing.

There are many types of milling machines, for example:

1. Column-and-Knee Type Milling Machine. This is the most extensively used type of milling machine.
2. Fixed-Bed and Planer-Type Milling Machine.
3. Continuous Action Machine.
4. Special Milling Machine. These machines are employed in the clock and watch industry, as well as in the automobile, tractor and machine-tool industry.

MILLING CUTTERS

The cutting element of any tool is wedge-shaped. The force applied to the tool causes its wedge to enter the material being cut, destroy the cohesion of its particles and push the separated layer aside.

The sharper the wedge, i.e., the smaller the angle formed by its sides, the less effort is required

to feed it into the cut. The angle included between the sides of the wedge is called the “lip angle” and is denoted by the Greek letter beta. We can say, therefore, that the smaller the lip angle beta, the more easily the cutter will penetrate into the metal, and, conversely, the greater the lip angle, the greater the force that must be applied to remove the metal.

Much depends on the material to be cut. If a hard material is to be cut with a tool having a small lip angle beta, the thin edge will be too weak and will either crumble or break.

Milling cutters with helical teeth provide much smoother performance. Cutter teeth may have either a left-hand or a right-hand helix. For ordinary milling, preference is given to right-hand helices. Milling cutters with a small number of teeth are employed for rough milling operations.

Conversely, cutters with a large number of teeth are used for finish milling operations.

Text 9

Milling is the process of removing metal by feeding the work past a rotating multipoint cutter.

The position of the teeth relative to the cutting surface classifies all milling cutters into the following two broad types: peripheral and face milling cutters. All cutters can be conventionally regarded as belonging to the above two main types.

The rotation of the cutter is called the primary cutting motion while the forward movement of the work is known as the feed motion. Both of those motions are available on a milling machine.

The primary cutting motion, i.e., rotation of the cutter, is characterized by the number of spindle revolutions per minute (rpm) and determines the cutting speed.

Milling is the process of removing metal with rotating cutters.

The essential features of most milling machines are a power-driven table on which the work is done and a spindle carrying one or more multiple-toothed cutters, slots or grooves.

The horizontal milling machine consists of a main casting in which the spindle and its gear drive and the gear-box are mounted. On the front of this casting is a vertical V-guide on which the knee is mounted. The knee is raised or lowered by a telescopic jack screw. A saddle slides from front to back on V-guides on the top of the knee. The work table is mounted in V-guides on the saddle. The table is provided with movement in two directions at right angles to each other in the horizontal plane, and with vertical movement relative to the cutter, whose height is permanently fixed.

The cutter is mounted on an arbor and held in the desired position by spacing washers and a locking nut.

The type of a cutter mainly used on the horizontal miller is what is known as a side and face cutter, that is, a cutter provided with cutting edges on both sides and on periphery. For large flat surfaces, roller milling cutters are used, having cutting edges in the form of helix about the axis of rotation.

Text10

Metal undergoes a number of processes before it is formed into the required shape: casting, rolling, welding, piercing, trimming, spinning, bending, drawing, etc.

The machines which perform all these kinds of works are called machine-tools. The most common machine-tool found in almost any workshop is the lathe. The main parts of it are: the headstock, the chuck, the tailstock, the carriage.

The automatic lathe is a perfection of the ordinary lathe. Its tools are changed automatically. A worker skilled in the use of a lathe is called a turner.

There are many other machine-tools that work on plane surfaces, for example, milling machines, planing and shaping machines. Circular holes are drilled by a drilling machine or bored by a boring machine or a boring mill. Thread milling machines are used in the production of different machine elements. Gear cutting machines include gear milling machines. All these machines use cutting tools made of high-speed steel.

There are three types of lathes produced by our machine-tool manufacturing works: heavy, medium and light types. The type of a lathe depends upon the size of diameter of workpieces.

A most convenient and efficient machine is the model combination lathe for turning, milling,

drilling, grinding, slotting, and tool-sharpening jobs. It can be used both in stationary and mobile repair shops, on ships, etc.

The most drilling machines are equipped with mechanisms, permitting not only drilling, countersinking and reaming, but also cutting female threads with the help of taps.

Both universal and special-purpose type radial drills are built.

Text 11

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Text 17

Drilling machines which are used mainly for drilling holes in machine parts, are made in many different types designed for handling the various classes of work.

The upright drilling machines is the type mostly used, and the name applied to this class indicates that the general design of the machine is vertical, and also that the drill spindle is in a vertical position.

The radial drilling machine. — The main advantage of a radial machine is that the drill can be moved over the work to any desired position, so that a large number of holes can be drilled in the work without moving it.

The sensitive drill is a small machine of light construction, which possesses sensitive qualities which are of value in drilling holes in delicate work.

The multiple-spindle type is built in both vertical and horizontal design.

It can perform a number of operations on a component without the necessity of changing tools.

Gang Drills. — When a number of single-spindle drilling machines columns are placed side by side on a common base and have a common work table, the machine is known as a gang drill. Each spindle is independently controlled as to speed and feed so that a number of operations may be performed in succession and simultaneously upon the machine. In this machine work is moved progressively from one spindle to the next.

Text 18

Milling machines are extremely versatile machine-tools. They can be used to machine flat and

formed surfaces, to cut splines, teeth and threads and even to perform drilling and boring operations. Milling machines are an important part in all installed metal-cutting machines and their number is continuously increasing.

There are many types of milling machines, for example:

Column-and-Knee Type Milling Machine. This is the most extensively used type of milling machine.

Fixed-Bed and Planer-Type Milling Machine.

Continuous Action Machine.

Special Milling Machine. These machines are employed in the clock and watch industry, as well as in the automobile, tractor and machine-tool industry.

MILLING CUTTERS

The cutting element of any tool is wedge-shaped. The force applied to the tool causes its wedge to enter the material being cut, destroy the cohesion of its particles and push the separated layer aside.

The sharper the wedge, i.e., the smaller the angle formed by its sides, the less effort is required to feed it into the cut. The angle included between the sides of the wedge is called the "lip angle" and is denoted by the Greek letter beta. We can say, therefore, that the smaller the lip angle beta, the more easily the cutter will penetrate into the metal, and, conversely, the greater the lip angle, the greater the force that must be applied to remove the metal.

Much depends on the material to be cut. If a hard material is to be cut with a tool having a small lip angle beta, the thin edge will be too weak and will either crumble or break.

Milling cutters with helical teeth provide much smoother performance. Cutter teeth may have either a left-hand or a right-hand helix. For ordinary milling, preference is given to right-hand helices. Milling cutters with a small number of teeth are employed for rough milling operations.

Conversely, cutters with a large number of teeth are used for finish milling operations.

4.2 Экзаменационные тексты для перевода без словаря

Text 1

Bank Holidays in the United Kingdom

A bank holiday, is an official holiday when all banks and post offices are closed. Most factories, offices and shops are closed, too. The following days are bank holidays in Great Britain: New Year's Day, Good Friday, Easter Monday, May Day Bank Holiday, Spring Bank Holiday, August Bank Holiday, Christmas Day and Boxing Day.

Most of bank holidays are religious holidays. Now for most people they are simply days on which people eat, drink and make merry.

Christmas Day is the most popular of bank holidays. It is celebrated on December, 25. On this day many people go to churches, open their Christmas presents, eat a Christmas dinner of roast turkey and Christmas pudding. Many people watch the Queen's Christmas broadcast on TV. This day is a traditional family reunion day and a special day for children.

Boxing Day is on December, 26. People usually gave "Christmas boxes", or gifts of money, to servants on this day. Today many people still give a Christmas gift to paperboys and girls.

New Year's Day is on January, 1. It is not marked with any custom in Great Britain. Traditional New Year parties and dances are held on New Year's Eve. People see the old year out and the New Year in.

Good Friday is the Friday before Easter when the church marks the death of Christ. On this day people eat hot-cross buns — buns marked on top with a cross.

Easter Monday is the day after Easter Day. It is a traditional day for the start of the summer tourist season.

May Day Bank Holiday is the first Monday after the first of May (May Day). May Day which is not a bank holiday, is a celebration of the coming of spring. On May Day different outdoor events are held. Usually May Queen, the most beautiful girl of the celebration, is selected.

Text 2

Customs and Traditions in Great Britain

Some English customs and traditions are famous all over the world. Bowler hats, tea and talking about the weather, for example. From Scotland to Cornwall, the United Kingdom fall of customs and traditions. Here are some of them.

St. Valentine's is the saint of people in love, and St. Valentine's day is February, 14. On that day, people send valentine cards and presents to their husbands, wives, boyfriends and girlfriends. You can also send a card to a person you don't know. But traditionally you must never write your name on it. Some British newspapers have a page for Valentine's Day messages on February 14th.

April, 1 is April Fool's Day in Great Britain. This is a very old tradition from the Middle Ages. At that time servants were masters for one day of the year. Now April Fool's Day is different. It's a day for jokes and tricks.

May, 1 was an important day in the Middle Ages. In the very early morning young girls went to fields and washed their faces with dew. They believed this made them very beautiful for a year after that. Also on May Day young men of each village tried to win prizes with their bows and arrows, and people danced round the Maypole.

October 31st is Hallowe'en, and you can expect to meet witches and ghosts that night. Hallowe'en is an old word for "Hallows Evening", the night before "All Hallows" or "All Saints' Day". On that one night of the year, ghosts and witches are free. Well, that's the traditional story. A long time ago people were afraid and stayed at home on Hallowe'en. But now in Britain it's a time for fun. There are always a lot of parties on October 31st. At these parties people wear masks and they dress as ghosts and witches, or as Dracula or Frankenstein's monster. And some people make special Hallowe'en lamps from a large fruit the pumpkin.

November, 5 is Guy Fawkes's Day. All over the country people build wood fires, or "bonfires", in their gardens. On top of each bonfire is a guy, this is a figure of Guy Fawkes. On November, 5, 1605, Guy Fawkes tried to kill King James I. He and a group of his friends put a bomb under the Houses of Parliament in London. But the king's men found the bomb and Guy Fawkes. They took him to the Tower of London, where his head was cut off. Before November 5, children use guys to make money. They stand in the street and shout: "Penny for the guy".

Text 3

Traditional Meals in Britain

The usual meals in Britain are: breakfast, lunch, tea and supper. Breakfast is generally a bigger meal than they have on the Continent, though some English people like a continental breakfast of rolls, butter and coffee. But the usual English 'breakfast is porridge or cornflakes with milk or cream and sugar, bacon and eggs, marmalade made from oranges with buttered toasts and tea or coffee. For a change, you can have a boiled egg, cold ham or, perhaps, fish.

People in Britain generally have lunch about one o'clock. A businessman in London usually finds it impossible to come home for lunch, and so he goes to a cafe or restaurant; but if he is making lunch at home, he has cold meat (left over probably from yesterday's dinner), potatoes, salad and pickles with a pudding of fruit to follow. Sometimes people have a mutton chop or steak and chips followed by biscuits and cheese, and some people like a glass of light beer with lunch.

Afternoon tea you could hardly call a meal but it is a sociable sort of thing as friends often come in then for a chat while they have their cup of tea with cake or biscuit.

In some houses dinner is the biggest meal of the day. In a great many English homes people make the midday meal the chief one of the day, and in the evening they have the much simpler supper — an omelette or sausages, sometimes bacon and eggs, and sometimes just bread and cheese, a cup of coffee or cocoa and fruit.

Some people also have "high tea". They say there is no use for these afternoon teas where you try to hold a cup of tea in one hand and a piece of bread and butter about as thin as a sheet of paper in the other. They have it between five and six o'clock, and have ham or tongue and tomatoes and salad or sausages with good strong tea, plenty of bread and butter, then stewed fruit, with cream or custard and pastries or a good cake. And that's what an Englishman calls a good tea.

Text 4

Holidays in the United Kingdom

There are eight public holidays, or bank holidays a year in Great Britain, that is days- on which people need not go to work. They are: Christmas Day, Boxing Day, New Year's Day, Good Friday, Easter Monday, May Day, Spring Bank Holiday and Late Summer Bank Holiday. The term "bank holiday" dates back to the 19th century when in 1871 and 1875 most of these days were constituted

bank holidays, that is, days on which banks were to be closed. The observance of these days is no longer limited to banks.

All the public holidays, except Christmas Day and Boxing Day observed on the 25th and 26th of December respectively, do not fall on the same date each year. Good Friday and Easter Monday depend on Easter Sunday which falls on the first Monday in May. The Spring Bank Holiday is on the last Monday of May, while Late Summer Bank Holiday comes on the last Monday in August.

Most of these holidays are of religious origin, though for the greater part of the population they have long lost their religious significance and are simply days on which people relax, eat, drink and make merry.

Certain customs and traditions are associated with most bank holidays. The reason is that many of them are part of holiday seasons like Easter and Christmas seasons which are religious by origin and are marked by centuries-old traditions.

Besides public holidays, there are other festivals, anniversaries and simply days, on which certain traditions are observed, but unless they fall on a Sunday, they are ordinary working days.

Every August, Edinburgh in Scotland has the biggest art festival in Europe. There are plays, concerts and exhibitions from countries all over the world. That's the "official" festival. But there's an "unofficial" festival, too. This is called the Edinburgh "Fringe". At the Fringe, visitors can see cheaper concerts and plays by students.

An Eisteddfod is an arts festival in Wales. People sing and read their poetry in the Welsh language. The Welsh name for their poets is "bards". People also play music. The harp is very popular in Wales.

Text 5

The Towns of Great Britain

The centre of everything in Great Britain is the city of London. It is situated at the centre of a vast national and international network of communication. London consists of four main districts, which differ from each other. These are the City, Westminster, the West End and the East End.

London's industries are extremely varied. Among them an extensive system of docks and port industries, electrical engineering, the motor car industry and others.

The other towns, situated to the north of the Thames are Oxford and Cambridge.

Oxford was first mentioned in recorded history in the tenth century and later became an important trade centre in medieval times, then it developed into leading educational centre. Cambridge is also best known for its ancient university. Its industries are mostly concerned with electronics which has an international reputation.

Bristol dominates South-west England, both as the region's largest seaport and as its largest city. It is a major centre of metallurgy, aircraft and chemical industries.

Of the towns situated in the south of England the largest ones are Southampton, Portsmouth and Brighton.

Southampton is primarily a seaport, the most important on the south coast.

Brighton is one of the most popular seaside resorts of Britain. It has mild climate, warm sea and wonderful beaches.

Manchester is a city of ancient origin. By the 17th century it was great commercial city, a centre of textile industry. Now engineering along with clothing manufacture are most important industries there.

Sheffield, situated in South Yorkshire, produces almost two-thirds of the country's alloy steel, it is famous for its-tools and cutlery. Other industries include paper making machinery and food processing.

In North Yorkshire the largest town is York. Its leading industries are engineering and manufacture of confectionery. York attracts many tourists because of its famous medieval city walls.

Text 6

Birthday

In the United States most people celebrate their birthdays on the day of the month they were born.

Birthdays are celebrated with family and friends. Invitations are sent for a party. A birthday cake with candles is served. The number of candles represents the age of the birthday person. The candles are lighted. The person makes three wishes and then blows the candles out in one breath so the wishes will come true. People sing "Happy Birthday" and wish the person health and long life.

The custom of having candles on birthday cakes goes back to the ancient Greeks. Worshippers of Artemis, goddess of the moon and hunting, used to place honey cakes on the altars of her temples on her birthday. The cakes were round like the full moon and lit with tapers (свеча). This custom was next recorded in the middle ages when German peasants lit tapers on birthday cakes, the number lit indicating the person's age, plus an extra one to represent the light of life. From earliest days burning tapers had been endowed with mystical significance and it was believed that when blown out they had the power to grant a secret wish and ensure a happy year ahead.

It is traditional to bring or send birthday cards and gifts to the birthday person. Many people send flowers. Other gifts can be clothing, books, records, or perfumes. There are birthstones and flowers for each month of the year. These can also be appropriate gifts.

Parties for children are usually held at home. At children's parties' children wear birthday hats and get souvenirs from the birthday child. Sometimes birthdays are celebrated at school in the classroom with classmates. Mothers bring cake, candy, and refreshments for the whole class. Some parties are catered at restaurants. They reserve a special room for the birthday group and supply the refreshments and decorations.

Some birthdays are special. Girls have a special celebration for the sixteenth birthday, called "sweet sixteen." The eighteenth birthday is important because it is the legal voting age. The legal age for driving and drinking alcohol varies with each state.

Text 7

Most people know that Thomas Edison invented the first working light bulb, but they don't know anything else about him. Edison had almost no formal schooling, yet he invented over 1,000 different things. Among Edison's inventions are; the phonograph (record player), the movie camera and the movie projector.

Thomas Edison invented his electric light bulb in 1879, but there was still much work to do. No one knew how to use electricity outside of a laboratory before Thomas Edison. He and his workers had to create a safe electric system. First they had to build a factory. Then they had to build the dynamos (generators) to make the electricity. Next they had to send out the electricity.

To show people that he was serious, Edison began his project in New York City. By 1887, much of New York City had electricity. Edison founded the Edison Electric Light Company and continued to supply electricity to New York and other places.

Thomas Edison lived until 1931. He continued to invent all his life. After the War, he tried to invent a substitute for rubber because of the shortage that the war caused.

Thomas Edison was a true genius, but he never went to a college or university. The only time Edison attended school was when he was seven years old. He stayed for three months and never returned. Thomas Edison was a school dropout, yet he became one of America's most famous and most honored man.

William the Conqueror and his army landed in England from France in the year 1066. In 1078 he started to build the Tower of London. Now, nine hundred years later, this famous castle is full of history and tradition.

The guards at the Tower are called Beefeaters. Their name comes from a French word - boufitiers. Boufitiers were guards in the palaces of French kings. They protected the king's food. You will see some large, black birds at the Tower of London. These are the ravens at the Tower. Ravens have lived at the Tower of London for hundreds of years. People go to see the Beefeaters and the ravens, but that's not all. Visitors to the Tower go to see the Crown Jewel, too. There are eight crowns. There are also a lot of other very famous jewels in the jewel room. In fact the Crown Jewels are the

biggest tourist attraction in London. In the evening there is another old custom at the Tower of London - the Ceremony of the Keys.

Text 8

Thanksgiving Day

Thanksgiving Day comes on the 4th Thursday in November. It is a legal holiday celebrated throughout the United States. People of all faiths celebrate this day. They give thanks for the many good things in their lives. Today, families—often including grandparents and aunts, uncles and cousins and grown children who live away from home—gather together, usually in a home but sometimes in a restaurant, for a traditional Thanksgiving dinner. This almost always includes some of the foods served at the first Thanksgiving, roast turkey and cranberry sauce, plus sweet potatoes and pumpkin pie. Other dishes vary according to family and regional traditions. In Minnesota and Wisconsin, for instance, wild rice is often served. In other areas, sauerkraut is sometimes on the menu. Often, relatives and friends contribute their own specialties to make things easier on the cook. Before the feast, families usually pause to give thanks for all their blessings—including the joy of being together on this day. And many families like to share the day with others, inviting to their dinner foreign students, military people stationed far from home, and people who have no families.

Many people attend religious services on Thanksgiving Day, and watching football games—sometimes in person but usually on television—is also a popular Thanksgiving Day activity. The next day, a Friday, most people return to work. But some people take the day off to begin shopping for Christmas gifts. Stores, classrooms, and homes are decorated with turkeys, pilgrims, Indians, wreaths of dried flowers, and vegetables. Horns of plenty are also very popular. Charitable organizations serve dinners to needy people. They also send baskets of food to the elderly and sick.

The first Thanksgiving Day was celebrated by the Pilgrims on 1621. They came from England for religious freedom. They sailed from Plymouth, England, on September 16, 1620. Their ship was called the Mayflower. They landed at Plymouth Rock, in Massachusetts, on December 26, 1620. The first winter was a terrible time. There was much sickness and starvation. Native Indians taught the Pilgrims how to plant, to fish, to hunt and how to survive in America. The crops did well, and in the fall of 1621 the Pilgrims had a great harvest. They were very thankful and decided to celebrate with a feast. The Pilgrims invited their Indian friends to share this Thanksgiving feast. It was proclaimed a national day of observance by Congress in 1941.

Text 9

Martin Luther King

On January 15th, people in the United States celebrate the birthday of Martin Luther King, Jr. He was a great civil rights leader who fought against racial discrimination. He said that people should be judged by their character and not the color of their skin. He believed in integration. He received national attention when he protested the injustice of segregated buses in Alabama.

Martin Luther King is remembered in church memorial services, marches, and public ceremonies. People also listen to his speeches, watch TV documentaries, and sing spirituals and the civil rights anthem "We Shall Overcome." In schools, students read about this leader, study his writings and celebrate his memory with special programs. Politicians and performers also participate in celebrations to honor Martin Luther King.

The third Monday in January is a legal holiday to honor Martin Luther King.

Martin Luther King, Jr., was born in Atlanta, Georgia, on January 15th, 1929. His father was a clergyman, Reverend Martin Luther King, Sr., and his mother was Alberta Williams King.

Martin Luther King, Jr., was an excellent student. He entered college at the age of 15 years. He was interested in history, literature, sociology and public speaking. He studied black history, religion and theology. He received his doctor of philosophy degree from Boston University.

He became a minister and married Coretta Scott. They had four children. He was the pastor of the Dexter Avenue Baptist Church in Montgomery, Alabama. Martin Luther King worked to end segregation of black people. He also became a leader of the human rights movement.

He believed in non-violent methods. In 1963, he gave one of his most famous speeches, "I Have a Dream," in front of the Lincoln Memorial, in Washington, D.C. That day he led a peace march

of 250,000 people. They wanted to ensure the rights of the Constitution to all people in the United States.

Text 10

St. Patrick's Day

On March 17th, many people in the United States commemorate St. Patrick, the patron saint of Ireland. New York City, where there are many people of Irish descent, holds the famous St. Patrick's Day parade. Bands, marchers, celebrities (especially politicians), and bystanders come to participate. More than 150,000 people march in the parade. Almost a million people line the streets to watch. A green stripe is painted down the center of Fifth Avenue, and the lights on top of the Empire State Building are turned green, the color that represents the Irish people.

Millions of real shamrocks are flown from Ireland to the United States. They are used for decorations. Everything turns green on St. Patrick's Day. Green and gold pennants and green balloons are sold by the hundreds. Children and adults wear something green, and shops prepare green food: green bread, green pasta, green ice cream, green milkshakes. People eat corned beef and cabbage and drink. Irish songs can be heard throughout the day on the radio.

In Ireland, St. Patrick's Day is a religious holiday. St. Patrick's date of birth is estimated to be around the year 389. He died on March 17th, the day when his memory is honored.

When Patrick was 16 years old, Irish pirates landed near his home in England. They captured him and took him as a slave to Ireland. There he worked and learned the Irish language, traditions, and way of life. Patrick, who had been born and raised in a Christian home, was troubled because the Irish worshiped many gods and spirits. He wanted to convert the Irish people to Christianity.

He was able to escape to France and to study to be a priest. After 14 years of study, in the year 432, the Pope sent him back to Ireland as a bishop.

Patrick traveled all across Ireland and established churches and schools. According to his followers he performed many miracles. A well known legend says that he drove the snakes out of Ireland. He was greatly loved by the Irish people.

This holiday in the United States has come to represent the Irish culture.

Text 11

The Tower Of London

The Tower of London is one of the most imposing and popular of London's historical sites. It comprises not one, but 20 towers. The oldest of which, the White Tower, dates back to the 11th century and the time of William the Conqueror. Nowadays a lot of tourists visit the Tower of London, because of the Tower's evil reputation as a prison. The Tower is famous as home of the Crown Jewels. Today they can be viewed in their new jewel house. They include the Crown of Queen Elizabeth the Queen Mother which contains the celebrated Indian diamond.

Many stories associated with British history come from the Tower. In 1483 King Edward IV's two sons were murdered in the so-called Bloody Tower. Over two centuries later the skeletons of two little boys were found buried beneath steps in the White Tower.

Traitor's Gate has steps leading down to the River Thames. Countless prisoners, including the future Queen Elizabeth I of England, were brought to the Tower by barge and ascended the steps before being imprisoned. For many it was their last moment of freedom before their death. But Elizabeth was released from the Tower and became Queen. The King's second wife, Anne Boleyn, was brought to trial there in 1536 and beheaded. Six years later her cousin, Catherine, Henry VIII's fifth wife, suffered the same fate. Sir Thomas More was beheaded there in 1535.

Of course, no visit to the Tower would be complete without seeing the ravens; huge black birds who are an official part of the Tower community. Legend states that if the ravens were to leave the Tower the Crown will fall and Britain with it. Under the special care of the Raven Master, the ravens are fed a daily diet of raw meat. And there is no danger of them flying away, because their wings are clipped.

Text 12

Main Customs of Great Britain

Some English customs and traditions are famous all over the world. Bowler hats, tea and talking about the weather, for example. From Scotland to Cornwall, the United Kingdom is full of customs and traditions. Here are some of them.

St. Valentine's is the saint of people in love, and St. Valentine's day is February, 14. On that day, people send valentine cards and presents to their husbands, wives, boyfriends and girlfriends. You can also send a card to a person you don't know. But traditionally you must never write your name on it. Some British newspapers have a page for Valentine's Day messages on February 14th.

April, 1 is April Fool's Day in Great Britain. This is a very old tradition from the Middle Ages. At that time servants were masters for one day of the year. Now April Fool's Day is different. It's a day for jokes and tricks.

May, 1 was an important day in the Middle Ages. In the very early morning young girls went to fields and washed their faces with dew. They believed this made them very beautiful for a year after that. Also on May Day young men of each village tried to win prizes with their bows and arrows, and people danced round the Maypole.

October 31st is Hallowe'en, and you can expect to meet witches and ghosts that night. Hallowe'en is an old word for "Hallows Evening", the night before "All Hallows" or "All Saints' Day". On that one night of the year, ghosts and witches are free. Well, that's the traditional story. A long time ago people were afraid and stayed at home on Hallowe'en. But now in Britain it's a time for fun. There are always a lot of parties on October 31st. At these parties people wear masks and they dress as ghosts and witches, or as Dracula or Frankenstein's monster. And some people make special Hallowe'en lamps from a large fruit the pumpkin.

November, 5 is Guy Fawkes's Day. All over the country people build wood fires, or "bonfires", in their gardens. On top of each bonfire is a guy, this is a figure of Guy Fawkes. On November, 5, 1605, Guy Fawkes tried to kill King James I. He and a group of his friends put a bomb under the Houses of Parliament in London. But the king's men found the bomb and Guy Fawkes. They took him to the Tower of London, where his head was cut off. Before November 5, children use guys to make money. They stand in the street and shout: "Penny for the guy".

Text 13

British Meals

The usual meals in Britain are: breakfast, lunch, tea and supper. Breakfast is generally a bigger meal than they have on the Continent, though some English people like a continental breakfast of rolls, butter and coffee. But the usual English breakfast is porridge or cornflakes with milk or cream and sugar, bacon and eggs, marmalade made from oranges with buttered toasts and tea or coffee. For a change, you can have a boiled egg, cold ham or, perhaps, fish.

People in Britain generally have lunch about one o'clock. A businessman in London usually finds it impossible to come home for lunch, and so he goes to a cafe or restaurant; but if he is making lunch at home, he has cold meat (left over probably from yesterday's dinner), potatoes, salad and pickles with a pudding of fruit to follow. Sometimes people have a mutton chop or steak and chips followed by biscuits and cheese, and some people like a glass of light beer with lunch.

Afternoon tea you could hardly call a meal but it is a sociable sort of thing as friends often come in then for a chat while they have their cup of tea with cake or biscuit.

In some houses dinner is the biggest meal of the day. In a great many English homes people make the midday meal the chief one of the day, and in the evening they have the much simpler supper — an omelette or sausages, sometimes bacon and eggs, and sometimes just bread and cheese, a cup of coffee or cocoa and fruit.

Some people also have "high tea". They say there is no use for these afternoon teas where you try to hold a cup of tea in one hand and a piece of bread and butter about as thin as a sheet of paper in the other. They have it between five and six o'clock, and have ham or tongue and tomatoes and salad or sausages with good strong tea, plenty of bread and butter, then stewed fruit, with cream or custard and pastries or a good cake. And that's what an Englishman calls a good tea.

Text 14

American Homes

American homes are some of the biggest and best in the world. Many have a garage for one or two cars, a big modern kitchen, a living room, and a playroom for the children.

Upstairs there are two bathrooms and three or four bedrooms. Young Johnny sleeps in one room. His sister, Sally, has another. Their parents sleep in the third bedroom. There is another room for visitors.

Some families have two homes. They have one house or apartment in the city or suburbs. They live and work there. But they have another home near the sea or in the mountains. They go to their second home on weekends and for vacations.

Seventy percent of Americans buy the house they live in. They are lucky. But thirty percent cannot buy a house or an apartment. Some of them rent their home from a landlord. Some landlords are good, but some are not. Windows break, or roofs get old, and the landlord does not always help.

The poorest people live in «public housing» apartments. These apartments are not like rich American homes. People do not like to live in public housing projects. They are afraid of thieves and drug sellers.

Americans who live in towns and cities move often. A family stays in one house for four or five years, and then they move again. Some people move because they have found a new job. Other people move because they want a bigger or a smaller home. In American suburbs, families come and go all the time.

Americans are always trying to make their homes better. They take a lot of time to buy furniture and make their homes beautiful. They buy books and magazines about houses and furniture. They work hard on their homes in the evenings and on weekends.

Americans like to think the United States is a young country, but really it has a long and interesting history. You can see some of its history in the styles of the houses. The lovely pueblo houses of Native American villages, the old pioneer log cabins, the plantation houses in the South, the beautiful colonial homes of the Northeast — they are all a part of American history. They are part of modern America too, because people copy the old styles in new houses. The history lives on.

Text 15

Manhattan Island

Manhattan is a heart of New York. It is an island just 13 miles long and 2 miles wide. It is the centre of American finance, advertisement, trade and even more. The borough of Manhattan is what most people think New York. New York is one of the most exciting cities in the world.

Manhattan is divided into two parts: the East Side and the West Side. The dividing line is Fifth Avenue. So, for example, East 47th Street begins at Fifth Avenue, as West 47th Street does.

There is another division of Manhattan Island. It could be divided into Lower (Downtown), Midtown and Upper (Uptown) Manhattan. As you go North, or uptown, the street numbers get higher. Lower Manhattan refers to street numbers below 14th Street and Central Park, and Upper Manhattan is the northern part of the island.

Talking about the history of the island, one can notice that the Dutch were the first Europeans to settle Manhattan. To protect themselves from attack, they built a sturdy wooden wall. Although it's now long gone, this wall gave its name to a street in Lower Manhattan and the street, in turn, became synonymous with American capitalism. The street, of course, is Wall Street. The New York Stock Exchange and the American Stock Exchange are both in the Wall Street area. There are many stockbrokers, investment banks and other banks, headquarters of many large corporations in this street. The Twin Towers of the World Trade Centre used to rise 1,350 feet above the city. But after the tragedy of September, 11, 2001, they became the part of history of the USA.

As every American schoolchild knows, the Dutch bought Manhattan from the Indians, for the ridiculously low price of 24 dollars worth of beads and other trinkets. There is, however, another, less known side of this: evidently, the Indians who had sold Manhattan did not live there or own it. The Dutch and the Indians alike walked away pleased.

Text 16**New Zealand Way of Life**

New Zealand have a high standard of living. New Zealanders eat more butter and meat per person than do the people of any other country. The government's medical program provides excellent health care. About 70 % of New Zealand people own their houses. Almost every family has a car.

Most New Zealanders live in singlefamily houses with a small vegetable gardens. In the larger cities, some people live in highrise apartment buildings. Almost in every New Zealand home there are refrigerators, wash machines, and other modern electrical appliances.

But air conditioning and central heating are rare because the weather rarely becomes extremely hot or extremely cold. In summer, New Zealanders prefer to keep windows open. In winter, fireplaces or electric heaters keep the homes warm.

Although about fourfifths of New Zealand's population live in urban areas, cities are uncrowded. Traffic jams seldom occur, even in downtown areas. Large cities have excellent restaurants, milk bars, theatres, concert halls, and other places of entertainment. City life in New Zealand tends to be, rather quiet. However it is changing in larger cities, where international tourism is developing rapidly.

Near a fifth of New Zealand's people live in rural areas — in some of them, small settlements are linked by good roads. But in other areas, rancher's nearest neighbours may live kilometers away.

Some ranchers live almost in isolation. Nevertheless, most farms and ranches have electricity. Many farm families run their farms with little or no hired help.

Text 17**The Climate of Australia**

Australian seasons are the antithesis of those in Europe and North America (because Australia is south of the Equator): summer starts in December (ends in February), autumn in March (ends in May), winter in June (ends in August) and spring in September (ends in November).

Seasonal variations are not extreme and its rare for temperatures to drop below zero on the mainland except in the mountains.

The country occupies the whole continent, so the climate is different in different regions of the country.

Darwin, in the far north, is in the monsoon belt, where there are just two seasons: hot and wet, and hot and dry.

The southern states are popular during the summer months, but the best time to visit is probably the seasons of spring or autumn when the weather in the south is mild. Spring in the outback can be spectacular if rains encourage wildflowers. Average annual temperatures vary from about 27 °C in the north of the continent to 13 °C in the south. Floods and cyclones are rather common along the coast of the continent.

Summer (December-February) can get uncomfortably hot just about anywhere, except Tasmania. If you're in the southern states during these months its great beach weather. Up north, this is the wet season, when it's very, very humid and when the sea abounds with box jellyfish.

From June until August things have cooled down a little and dried up a lot up north. This is a good time to visit Queensland or the outback. If you're here for the skiing, now's the time to head for the snowfields of Victoria and New South Wales. Overall, spring and autumn are probably the safest bets — the weather is reasonably mild wherever you are, and spring brings out the wild-flowers in the outback, while autumn is particularly beautiful in Canberra and in the Victorian Alps.

Between the arid interior and the well-watered coasts lies a wide belt with average annual precipitation of about 760 mm.

Text 18

The Weather in England

The English say «Other countries have a climate, in England we have weather». It happens because the weather changes more often than in other countries. British winters are mild and springs are cool because of the winds that blow from the Atlantic Ocean. They blow 2 days out of every 3.

In spring sunshine and showers follow each other so often during the day that an umbrella or a raincoat is absolutely necessary in England. The weather changes so frequently that it is difficult to forecast. It is not unusual for people to complain that the weathermen were wrong.

The weather in spring is generally mild but sometimes the days are really fresh. Spring is the season when nature awakens from its long winter sleep: the temperature grows, the sky becomes blue, and the sun grows warmer. Everything is full of new life again. The days grow longer and warmer; the ground gets covered with green grass.

Summer is the hottest season in England. The sunrays become hot, the days are long, and the nights are short and warm. It's time for holidays, when people go to the seaside for sunbathing and swimming. It usually gets hot in July. The summer nights are short, but they are wonderful.

As for autumn it isn't so nice. It's a season of winds and beautiful sunsets. The leaves turn yellow and reddish and fall to the ground and the birds migrate to warm countries. In autumn the days become shorter. A spell of sunny weather in September is called Indian summer or «Golden Autumn». In England September and October are warm and dry, but November is the foggiest month. Late autumn is generally an unpleasant season. Everything begins to take a different colour. The trees look bare. The flowers have faded away. The sky is overcast with low clouds. Everything looks gloomy.

In winter in England they can hardly forecast their weather. Sometimes it rains and sometimes it snows. In England it isn't so cold in winter as in our country and they don't get so much snow as we get here in Ukraine. The rivers in England never freeze, that's why children there go skating very seldom. When there are 8 degrees of frost in England everyone complains of hazards.

4.3 Устные темы к экзамену:

1. Я и моя семья. Семейные традиции, уклад жизни.
2. Дом, жилищные условия. Еда. Покупки.
3. История и традиции моего вуза. Известные ученые и выпускники моего вуза.
4. Студенческая жизнь в России и за рубежом.
5. Россия. Национальные традиции и обычаи России
6. Столица России Москва – история и современность. Проблемы проживания в мегаполисе.
7. Я и моя страна. Волгоград. Путеводитель по городу.
8. Я и моя страна. Родной край. История и традиции.
9. Я и мир. Великобритания. Национальные традиции и обычаи.
10. Я и мир. Лондон - история и достопримечательности.
11. Я и мир. США Национальные традиции и обычаи.
12. Я и мир. Вашингтон – история и достопримечательности.
13. Я и мир. Англоязычные страны и их национальные традиции и обычаи. Австралия.
14. Я и мир. Англоязычные страны и их национальные традиции и обычаи. Канада.
15. Я и мир. Англоязычные страны и их национальные традиции и обычаи. Новая Зеландия.
16. Мир природы. Охрана окружающей среды.
17. Информационные технологии 21 века.

18. Я и моя будущая профессия. Основные сферы деятельности в информационных технологиях.

4.4 Распределение типов билетов по элементам знаний и умений и владений.

Содержание билетов	31	32	33	34	35	У1	У2	У3	У4	У5	У6	В1	В2	В3	В4
Билет №1	+	+	+	+		+	+	+	+	+	+	+	+	+	+
Билет №2	+	+	+	+		+	+	+	+	+	+	+	+	+	+
Билет №3	+	+	+	+		+	+	+	+	+	+	+	+	+	+
Билет №4	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Билет №5	+	+	+	+		+	+	+	+	+	+	+	+	+	+
Билет №6	+	+	+	+		+	+	+	+	+	+	+	+	+	+
Билет №7	+	+	+	+		+	+	+	+	+	+	+	+	+	+
Билет №8	+	+	+	+		+	+	+	+	+	+	+	+	+	+
Билет №9	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Билет №10	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Билет №11	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Билет №12	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Билет №13	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Билет №14	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Билет №15	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Билет №16	+	+	+	+		+	+	+	+	+	+	+	+	+	+
Билет №17	+	+	+	+		+	+	+	+	+	+	+	+	+	+
Билет №18	+	+	+	+		+	+	+	+	+	+	+	+	+	+

а. Билеты



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
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Кафедра «Иностранные языки»

Экзаменационный билет № 1

Дисциплина Иностранный язык (английский)

Направления подготовки: 14.03.01 Ядерная энергетика и теплофизика (Эксплуатация, техническое обслуживание и ремонт оборудования АЭС)

Форма обучения очная, программа подготовки полная, семестр 2

Вопросы:

1. Do the /online/ test.
2. Listen to the audio and do the tasks.
3. Answer the teacher's questions on one of the studied topics.
4. Give a one-minute talk on the given topic.



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
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Кафедра «Иностранные языки»

Экзаменационный билет № 2

Дисциплина Иностранный язык (английский)

Направления подготовки: 14.03.01 Ядерная энергетика и теплофизика (Эксплуатация, техническое обслуживание и ремонт оборудования АЭС)

Форма обучения очная, программа подготовки полная, семестр 2

Вопросы:

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МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
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Кафедра «Иностранные языки»

Экзаменационный билет № 13

Дисциплина Иностранный язык (английский)

Направления подготовки: 14.03.01 Ядерная энергетика и теплофизика (Эксплуатация, техническое обслуживание и ремонт оборудования АЭС)

Форма обучения очная, программа подготовки полная, семестр 2

Вопросы:

1. Do the /online/ test.
2. Listen to the audio and do the tasks.
3. Answer the teacher's questions on one of the studied topics.
4. Give a one-minute talk on the given topic.



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
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Кафедра «Иностранные языки»

Экзаменационный билет № 4

Дисциплина Иностранный язык (английский)

Направления подготовки: 14.03.01 Ядерная энергетика и теплофизика (Эксплуатация, техническое обслуживание и ремонт оборудования АЭС)

Форма обучения очная, программа подготовки полная, семестр 2

Вопросы:

1. Do the /online/ test.
2. Listen to the audio and do the tasks.
3. Answer the teacher's questions on one of the studied topics.
4. Give a one-minute talk on the given topic.



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
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Кафедра «Иностранные языки»

Экзаменационный билет № 5

Дисциплина Иностранный язык (английский)

Направления подготовки: 14.03.01 Ядерная энергетика и теплофизика (Эксплуатация, техническое обслуживание и ремонт оборудования АЭС)

Форма обучения очная, программа подготовки полная, семестр 2

Вопросы:

1. Do the /online/ test.
2. Listen to the audio and do the tasks.
3. Answer the teacher's questions on one of the studied topics.
4. Give a one-minute talk on the given topic.



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
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Кафедра «Иностранные языки»

Экзаменационный билет № 6

Дисциплина Иностранный язык (английский)

Направления подготовки: 14.03.01 Ядерная энергетика и теплофизика (Эксплуатация, техническое обслуживание и ремонт оборудования АЭС)

Форма обучения очная, программа подготовки полная, семестр 2

Вопросы:

1. Do the /online/ test.
2. Listen to the audio and do the tasks.
3. Answer the teacher's questions on one of the studied topics.
4. Give a one-minute talk on the given topic.



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
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Экзаменационный билет № 7

Дисциплина Иностранный язык (английский)

Направления подготовки: 14.03.01 Ядерная энергетика и теплофизика (Эксплуатация, техническое обслуживание и ремонт оборудования АЭС)

Форма обучения очная, программа подготовки полная, семестр 2

Вопросы:

1. Do the /online/ test.
2. Listen to the audio and do the tasks.
3. Answer the teacher's questions on one of the studied topics.
4. Give a one-minute talk on the given topic.



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
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Кафедра «Иностранные языки»

Экзаменационный билет № 8

Дисциплина Иностранный язык (английский)

Направления подготовки: 14.03.01 Ядерная энергетика и теплофизика (Эксплуатация, техническое обслуживание и ремонт оборудования АЭС)

Форма обучения очная, программа подготовки полная, семестр 2

Вопросы:

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3. Answer the teacher's questions on one of the studied topics.
4. Give a one-minute talk on the given topic.



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
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Кафедра «Иностранные языки»

Экзаменационный билет № 9

Дисциплина Иностранный язык (английский)

Направления подготовки: 14.03.01 Ядерная энергетика и теплофизика (Эксплуатация, техническое обслуживание и ремонт оборудования АЭС)

Форма обучения очная, программа подготовки полная, семестр 2

Вопросы:

1. Do the /online/ test.
2. Listen to the audio and do the tasks.
3. Answer the teacher's questions on one of the studied topics.
4. Give a one-minute talk on the given topic.



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
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Экзаменационный билет № 10

Дисциплина Иностранный язык (английский)

Направления подготовки: 14.03.01 Ядерная энергетика и теплофизика (Эксплуатация, техническое обслуживание и ремонт оборудования АЭС)

Форма обучения очная, программа подготовки полная, семестр 2

Вопросы:

1. Do the /online/ test.
2. Listen to the audio and do the tasks.
3. Answer the teacher's questions on one of the studied topics.
4. Give a one-minute talk on the given topic.

Экзаменатор _____

Заведующий кафедрой _____ И.В. Зарочинцева

Критерии оценки: максимальное количество баллов – 30 баллов.

Критерий	В рамках формируемых компетенций студент демонстрирует
18-12 б.	знание и понимание теоретического содержания курса с незначительными пробелами; несформированность некоторых практических умений при

	применении знаний в конкретных ситуациях, низкое качество выполнения учебных заданий (не выполнены, либо оценены числом баллов, близким к минимальному); низкий уровень мотивации учения.
22-27 б.	полное знание и понимание теоретического содержания курса, без пробелов; недостаточную сформированность некоторых практических умений при применении знаний в конкретных ситуациях; достаточное качество выполнения всех предусмотренных программой обучения учебных заданий (ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками); средний уровень мотивации учения.
28-30 б.	полное знание и понимание теоретического содержания курса, без пробелов; сформированность необходимых практических умений при применении знаний в конкретных ситуациях, высокое качество выполнения всех предусмотренных программой обучения учебных заданий (оценены числом баллов, близким к максимальному); высокий уровень мотивации учения.

4. Методические материалы, определяющие критерии и процедуры оценивания знаний, умений и навыков, характеризующих этапы формирования компетенций

Опираясь на общеевропейские требования, учитывая специфику лингвообразования в неязыковом (техническом) вузе, оценка освоения содержания по дисциплине проводится по следующим уровням владения языковой компетенцией:

1. элементарный
2. промежуточный
3. профессионально-достаточный

Применительно к языковой коммуникации уровень владения речевыми умениями у студентов по окончанию всего курса обучения или на каждом отдельном этапе учебного процесса определяется следующими параметрами:

- 1) умение решать коммуникативные задачи;
- 2) сферы, темы и ситуации общения, то есть предметно-содержательная сторона общения;
- 3) степень лингвистической и прагматической корректности и адекватности решения этих задач.

С учётом основных компетенций выделены следующие критерии успешности и результативности процесса обучения, а также соответствующие им показатели:

1. Владение профессионально-релевантными знаниями (Информационно-фактологическая наполненность общения в соответствии с поставленной коммуникативной задачей).

2. Владение умениями лингвистического оформления общения (Грамматическая правильность; адекватность выбора лексических средств (терминологии, профессиональные клише) решению коммуникативных задач).

3. Скорость речевой реакции (Скорость построения инициативного высказывания; наличие неоправданных пауз; скорость реакции при ответе).

4. Формирование личностных качеств специалистов (Ценностная ориентация студентов при обучении иностранному языку; коммуникативная мобильность в ситуациях общения; способность к корпоративному взаимодействию).

В рамках данного курса используется система непрерывного оценивания и поступательного развития студента. Подобное оценивание включает в себя участие в разнообразных групповых и парных проектах (деловая и ролевая игра, дискуссия), контрольное собеседование, презентацию и традиционные формы оценивания как опрос во время занятия с наводящими вопросами, который обозначается как направляемое тестирование.

1. За письменные работы (контрольные работы, тесты, лексические диктанты, ИДЗ) оценка вычисляется исходя из процента правильных ответов:

90% - 100% - max балл, 60 % - min

2. Устные ответы (монологические высказывания, контрольное собеседование, пересказы, диалоги и дискуссии, круглый стол, работа в группах, деловая и ролевая игра, презентации, ИДЗ) оцениваются по пяти критериям:

а) Содержание (соблюдение объема высказывания, соответствие теме, отражены все аспекты, указанные в задании, стилевое оформление речи соответствует типу задания, аргументация на соответствующем уровне, соблюдение норм вежливости).

ПРИ НЕУДОВЛЕТВОРИТЕЛЬНОЙ ОЦЕНКЕ ЗА СОДЕРЖАНИЕ ОСТАЛЬНЫЕ КРИТЕРИИ НЕ ОЦЕНИВАЮТСЯ, И РАБОТА ПОЛУЧАЕТ НЕУДОВЛЕТВОРИТЕЛЬНУЮ ОЦЕНКУ;

б) Взаимодействие с собеседником (умение логично и связно вести беседу, соблюдать очередность при обмене репликами, давать аргументированные и развернутые ответы на вопросы собеседника, умение начать и поддерживать беседу, а также восстановить ее в случае сбоя: переспрос, уточнение);

в) Лексика (словарный запас соответствует поставленной задаче и требованиям данного курса обучения языку);

г) Грамматика (использование разнообразных грамматических конструкций в соответствии с поставленной задачей и требованиям данного курса обучения языку);

д) Произношение (правильное произнесение звуков английского языка, правильная постановка ударения в словах, а также соблюдение правильной интонации в предложениях).

Весь семестровый курс предлагается оценивать по шкале в 100 баллов. Для получения зачета достаточно набрать 60 баллов. Для дифференцированного

зачета или экзамена предлагается следующая шкала, обеспечивающая сопоставимость с международной системой оценок:

Оценка по 5 бальной шкале	Зачет	Сумма баллов по дисциплине	Оценка (ECTS)	Градация
5 (отлично)	Зачтено	90-100	A	отлично
4 (хорошо)		85-89	B	очень хорошо
		75-84	C	хорошо
		70-74	D	удовлетворительно
3 (удовлетворительно)		65-69		
		60-64	E	посредственно
2 (неудовлетворительно)	Не зачтено	Ниже 60	F	неудовлетворительно

1. *Текущий контроль* осуществляется в течение семестра в устной и письменной форме в виде контрольных и тестовых работ, устных опросов, деловых и ролевых игр, собеседований, дискуссий и проектов.

2. *Промежуточный контроль* проводится в виде зачета по семестрам. Объектом контроля являются коммуникативные умения во всех видах речевой деятельности (аудирование, говорение, чтение, письмо), ограниченные тематикой и проблематикой изучаемых разделов курса. Итоговая оценка складывается из полученных баллов за выполнение контрольных заданий.

3. *Контроль за весь период работы* проводится в виде экзамена за весь курс обучения иностранному языку. Объектом контроля является достижение заданного Программой уровня владения иноязычной коммуникативной компетенцией.